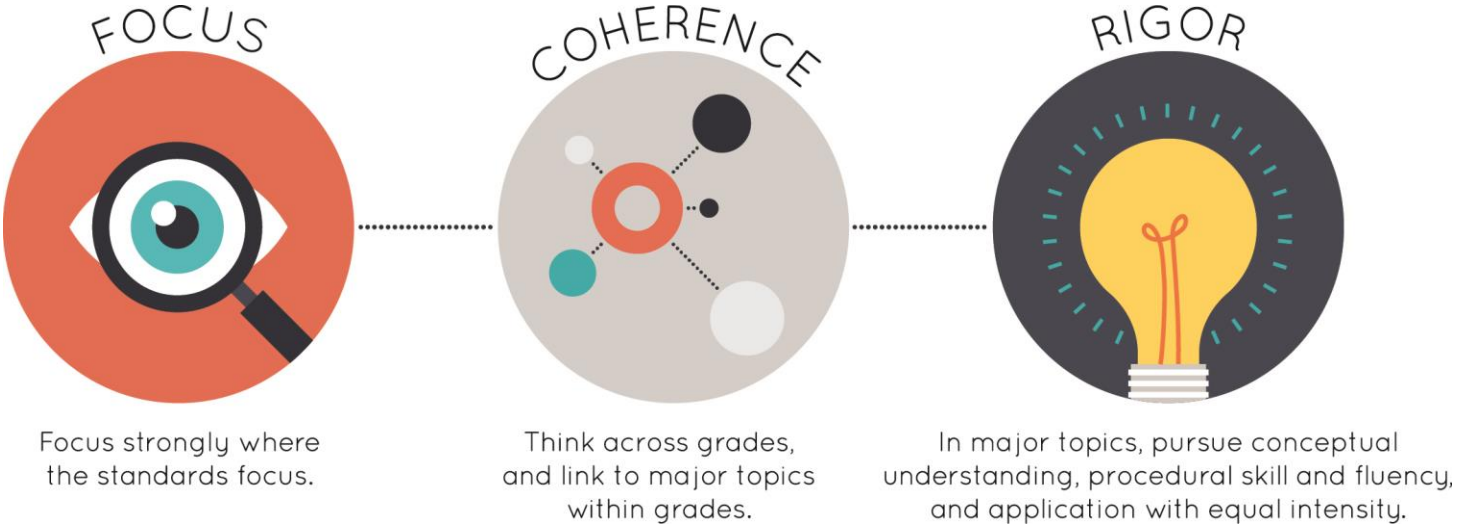
Instructional Materials Evaluation Tool for Alignment in Mathematics Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **HMH Into Math**

Grade/Course: **K-5**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

Overall Rating: **Tier 1, Exemplifies quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Focus on Major Work (Non-negotiable)	
2. Consistent, Coherent Content (Non-negotiable)	
3. Rigor and Balance (Non-negotiable)	
4. Focus and Coherence via Practice Standards (Non-negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Alignment Criteria for Standards for Mathematical Practice	
7. Indicators of Quality	

Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.
Tier 1 ratings receive a "Yes" in Column 1 for Criteria 1 – 7.
Tier 2 ratings receive a "Yes" in Column 1 for all non-negotiable criteria, but at least one "No" for the remaining criteria.
Tier 3 ratings receive a "No" in Column 1 for at least one of the non-negotiable criteria.
Click below for complete grade-level reviews:

Grade K (Tier 1) Grade 1 (Tier 1) Grade 2 (Tier 1) Grade 3 (Tier 1) Grade 4 (Tier 1) Grade 5 (Tier 1)

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/hmh-into-math-2020.

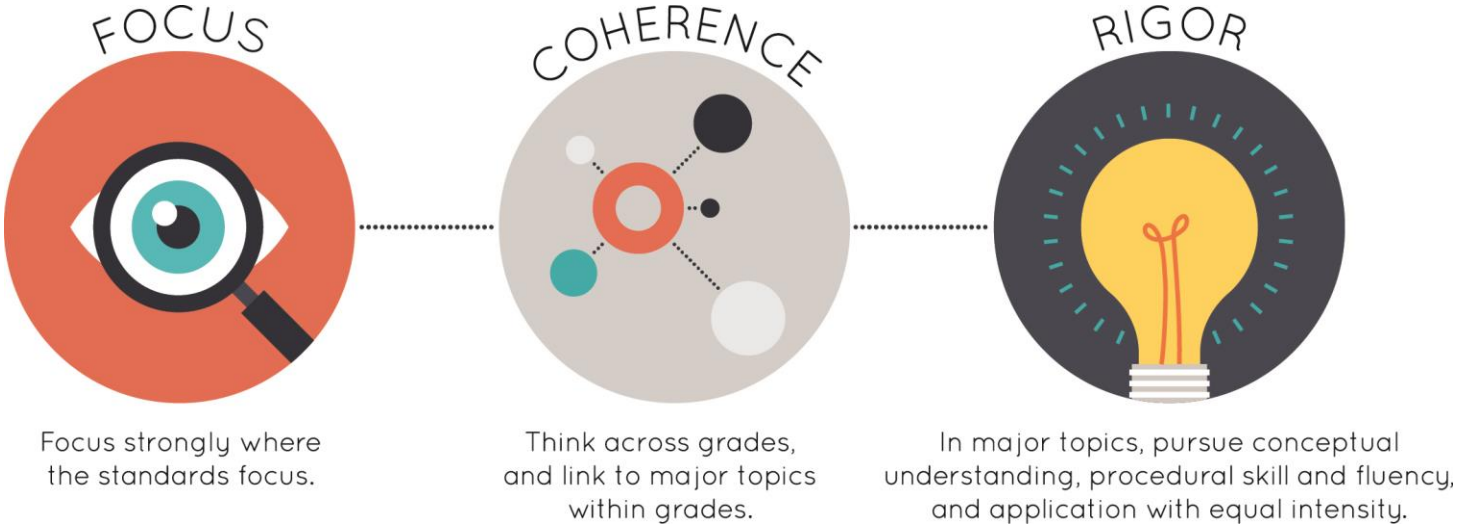
DEPARTMENT of EDUCATION
Louisiana Believes

Instructional Materials Evaluation Tool for Alignment in Mathematics Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **HMH Into Math**

Grade/Course: **K**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

Overall Rating: **Tier 1, Exemplifies quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Focus on Major Work (Non-negotiable)	
2. Consistent, Coherent Content (Non-negotiable)	
3. Rigor and Balance (Non-negotiable)	
4. Focus and Coherence via Practice Standards (Non-negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Alignment Criteria for Standards for Mathematical Practice	
7. Indicators of Quality	

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/hmh-into-math-2020.

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**[2] Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, materials receive a "Yes" for that **Non-negotiable** Criterion.
- If there is a "No" for any of the **required** Indicators of Superior Quality, materials receive a "No" for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 and 2 for the review to continue to **Non-negotiable** Criteria 3 and 4. Materials must meet all of the **Non-negotiable** Criteria 1-4 in order for the review to continue to Section II.
- If materials receive a "No" for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, then the materials receive a "Yes" for the additional criteria.
- If there is a "No" for any **required** Indicator of Superior Quality, then the materials receive a "No" for the additional criteria.

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

[2] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote the large majority of class time to the major work for Kindergarten math. Of the 96 lessons, 87% are spent on major work of the grade. Specifically, 74% of lessons are spent on major standards, 13% of lessons are spent on a combination of major standards and supporting/additional standards, and 13% of lessons are spent on supporting or additional standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of Kindergarten Louisiana Student Standards for Mathematics (LSSM). In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade/course in which they are introduced. At the end of each module, teachers have the option to administer a printable or interactive test. The Module Tests are available in several versions in the Assessment Guides. The teacher's edition provides small group options for differentiating instruction for students needing support and enrichment for students working ahead of the current grade level. All instructional materials and assessments remain within the LSSM for

[3] For more on the major work of the grade, see Focus by Grade Level.
[4] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Kindergarten. In Module 2, the printable assessment, students look at an image, count the number of items in the image, and fill in the blank with the correct number. For example, students look at an image of a desk with four books on the desk. The teacher reads the prompt, "How many books are on the desk? Fill in the blank with the correct number." Students also write correct numbers from a list on lines to show the counting order. On this same assessment, students draw a line from a picture to the correct number to identify the number of objects in the picture (LSSM K.CC.B.5, K.CC.A.3). In Module 8, the printable assessment, students count the pictures and fill in the blank with the correct answer (LSSM K.CC.B.5, K.CC.A.3). In Module 10, printable assessment, students circle the group of objects that are less than or greater than the number given (LSSM K.CC.C.6).
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☒ Yes ☐ No	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. In Modules 1-3, students develop an understanding of counting and cardinality. In Module 4, students apply these skills and concepts as they classify and count objects by color, shape, size, and count, connecting supporting LSSM K.MD.B.3 to the major Counting and Cardinality clusters. For example, in Module 4, Lesson 1, students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			solve the following problem: "Tina has eight blocks. Some blocks are red. Some blocks are blue. How can you represent the blocks Tina has? How many blocks are in each group?" Students use a variety of strategies, such as drawing and using connecting cubes, to make two groups of red and blue blocks that equal eight blocks total. Students count the blocks in each group to reinforce that there are two groups, sorted by color, connecting supporting LSSM K.MD.B.3 to major LSSM K.CC.B.5. Students continue to build on this concept in Lesson 3 as they sort objects by size (supporting LSSM K.MD.B.3) and write the number for each group (major LSSM K.CC.A.3). In Module 14, Lesson 5, students use clay and sticks to build sides of a cube (supporting LSSM K.G.B.5). As they build the cube, they answer questions such as "How many sticks and spheres are needed to make the cubes?" (LSSM K.CC.B.5). In Module 16, students identify and describe two dimensional figures, such as squares in Lesson 2 and triangles in Lesson 3 (LSSM K.G.B.4). Students analyze the shapes by counting the number of sides and vertices of the shapes, connecting to major LSSM K.CC.B.5.
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and two or more domains in Kindergarten where the connections are natural and important. For example,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Module 13, Lesson 1 connects the Counting and Cardinality (CC) and Operations and Algebraic Thinking (OA) domains, as students use strategies based on learning relationships between numbers and decomposing numbers less than 10. During the lesson, the teacher reads the following story to students: "Willow sees six buckets at the pier. Some of the buckets are green and some are blue. How many buckets of each color might Willow see?" (K.CC.B.4b). Students then consider how they would represent the story using an addition sentence that only consists of the sum (__ + __ = 6). Students fill in the two addends and use a visual representation of the number they have to represent. Students do this multiple times throughout the lesson, showing a different way to represent the sum each time (K.OA.A.3). In Module 18, Lesson 3 connects the Counting and Cardinality (CC) and Number and Operations in Base Ten (NBT) domains as students use strategies based on double-digit numbers. During the lesson, students count the number of objects from an image that represents the given number (LSSM K.CC.B.5a). Students then complete an addition sentence by filling in the addends to equal the provided sum (LSSM K.NBT.A.1). For example, students use an image with 18 counters arranged in two lines with a box placed around 10 of the counters. Under the image,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students see the equation: 18 = __ + __. Students use the image to complete the equation. Then, students use an image with 18 stars. Students count and circle the number of stars that represents the number from the previous equation, 18. Module 8, Lesson 3 connects clusters A (Know number names and the count sequence) and B (Count to tell the number of objects) of the Counting and Cardinality (CC) domain. During the lesson, students count the number of objects in an image, circle a group of 10 items (K.CC.B.4), and write the total number of objects they see (K.CC.A.3). For example, using an image of 10 cabbages, students count the number of cabbages and write that number in the space provided. After writing the number, students circle the group of cabbages, making a group of 10. The More Practice/Homework portion of this lesson provides another example. Students use two groups of stars; one of which has 9 stars, and the other has 10. After counting the stars and writing the number of stars in each group, students circle which group shows 10 stars.
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Throughout the materials, students engage with various representations, manipulatives, and visual models to develop conceptual

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No			understanding. Students have frequent opportunities to discuss math concepts throughout the lessons during Turn and Talk, in which the teacher asks the students questions to prompt student thinking and reasoning as they explain math concepts and solutions to their peers. For example, in Module 1, Lesson 5, in the Spark Your Learning section, students share and explain how groups of 5 are made. Students look at a picture that has five flowers on it and make groups of 5 by coloring the flowers red or yellow. Students then explain how many flowers there are in all, how many they colored red, and how many they colored yellow, and explain why. Later in the lesson, students use blue and red cubes to represent the number 5 in different ways. In the Build Understanding section, students draw the number of blue and red cubes they use to make 5, then write the number of cubes they used. By the end of the lesson, students identify ways to make 5 and demonstrate their understanding of how to show 5 using different groups of objects (LSSM K.CC.B.4b, K.OA.A.3). In Module 7, Lesson 1, students draw pictures to represent numbers 6 and 7. In the Spark Your Learning Section, students work in groups to create a group of six counters in the first basket and a group of seven counters in the second basket. Students demonstrate an understanding of how to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			make groups of 6 and 7. Students then share and explain how they know to make groups of six and seven. The teacher asks, "How did you know how many counters you needed for the red apples? How did you know how many counters you needed for the green apples?" In the Build Understanding section, students solve the problem, "John has 6 chickens. How can you use counters to represent each animal?" Students say the number, trace the number 6, and say its name. Students then represent 6 by drawing counters on a ten frame. Students then draw six chickens, then count the chickens as they move the counters from ten frames to their drawings and back again. Students continue working with 6 and 7. By the end of the lesson, students represent 6 and 7 on their own by tracing the number, using ten frames, circling the correct number of objects, and identifying the correct number of objects (LSSM K.CC.B.4a, K.CC.B.5). In Module 13 Lesson 4, students decompose the number 10 into pairs in more than one way using objects or drawings and equations. In the Step It Out section, students view an image with one green pot and one orange pot, and the teacher poses the prompt: "There are ten eggs. How many eggs might be in the green pot and how many might be in the orange pot?" Students then draw eggs in each pot to show two ways to make ten and write an equation

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			that corresponds with their drawings. Students continue this practice of discovering different ways of making ten throughout the lesson (LSSM K.OA.A.1). In Module 13, Lesson 5, students build on their learning from Lesson 4 as they decompose the number 10 into pairs by finding the number that makes 10 for a given number. In the Step It Out section, students make 10 from a given number. Students use pictures of counters, a story problem, and one number to figure out how many more to add in order to make the number 10. For example, students solve the problem: "Ty has ten counters. Nine of the counters are red. The rest are yellow. How many counters are yellow?" Students use the equation 9 + __ = 10 to color the counters in an image to match the information given in the story, then they complete the equation to match the problem and their drawings (LSSM K.OA.A.4).
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain the fluency and procedural skills required by the standards. Starting in Module 5 and continuing through Module 17, students participate in Fluency Builder skills. The daily fluency practice supports students in attaining the required fluency skills in addition and subtraction. In Module 6, Lesson 3, students focus on fluency skills that support the attainment of the required fluency of addition within 5. Students complete addition equations

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			within 5, then model the addition problem (LSSM K.OA.A.5). For example, during this lesson, students solve incomplete addition equations using five two-color counters. The teacher reads a word problem, such as "There are two buckets and three shovels in the sandbox. How many toys are in the sandbox?" to the students. The students complete the equation to match the problem, such as 2 + 3 = 5, and model with their counters. Lastly, students discuss how representing the problem with counters helped them to complete the equation (LSSM K.OA.A.2, K.OA.A.5). In Module 11, Lesson 1, students develop mental math skills. Students work in pairs with each partner placing one-to-five counters on the table. The teacher asks how many counters there are and has students repeat the actions, encouraging them to move from counting to find the total to identifying the total by simply knowing the addends (LSSM K.OA.A.2). In Module 17, Lesson 1, students add 10 ones plus other ones to create numbers up to 14 using mental math. Students work in small groups or pairs and take turns selecting a card and identifying how many objects are pictured. Alternatively, one student names a number 1–10, and another student finds a card with that number of shapes, supporting students' ability to identify numbers (LSSM K.NBT.A.1c).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. Kindergarten has one application standard: LSSM K.OA.A.2. This standard is addressed in Module 5 after students have developed an understanding of counting and cardinality in Modules 1-3. Module 5, Lesson 7 uses real-world addition situations to illustrate the put together and add to strategies of addition. In the lesson, the teacher reads a story problem to the students. Students decide whether it is an addition or subtraction problem, then model the problem with an equation and pictures (LSSM K.OA.A.2). For example, students listen as the teacher reads the problem: "Three children are riding their bikes on a bike trail. Two more children join them. How many total children are riding?" Students draw to show the total number of children riding their bikes on the trail and write an equation to model the problem. In Module 11, Lesson 7, students solve real-world and non-routine word problems, as well as use drawings to solve a word problem. For example, in the On Your Own portion of the lesson, the students listen to the teacher read the problem: "There are three birds sitting on a fence. Four more birds join them. How many birds are on the fence now?" In this addition problem, the unknown is the total number of birds after some join. Students have to solve __ + __ = __ after

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			listening to a story problem (LSSM K.OA.A.2). These opportunities to solve real-world and non-routine word problems, coupled with the expectation for students to discuss their thinking and problem solving processes, creates engaging applications for students to develop mathematical thinking.
	Required **3d)** ***Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. The balance of rigor is apparent in the design of the materials as each lesson has multiple sections to develop Kindergarten LSSM. For example, in Module 6, Lesson 3, all three components of rigor are represented. During the lesson, students develop conceptual understanding as they listen to a word problem and draw objects to represent how many are in each group (LSSM K.OA.A.1). Students then engage in application and procedural skill and fluency by writing an equation to represent the drawing and word problem (LSSM K.OA.A.2). For example, students solve the problem, “There are four gray bunnies and one white bunny at the campsite. How many total bunnies are there?” Students draw to show how many bunnies are in each group and write an equation to model the problem. In Module 8, Lesson 1, two components of rigor are represented: conceptual understanding and procedural skill and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			fluency. In the lesson, students use conceptual understanding to represent the number of items in a group. For example, students solve the problem, "Five birds are in a nest. One more bird flies to the nest. How many birds are in the nest?" Students use an image of an empty nest and consider "How can you represent the number of birds in the nest?" (LSSM K.CC.A.3). Throughout the same lesson, students use procedural skill and fluency to count groups of items and write the number of items in each group. Then, students circle groups of items that show six or seven items. For example, during the Build Understanding portion of the lesson, students examine a group of cars, a group of trees, a group of bikes and a group of birds. Students count how many items are in each group: four cars, six trees, seven bikes and three birds. After counting, students circle the group of trees and the group of bikes, as those two groups contain six or seven items (LSSM K.CC.B.5a, K.CC.B.5b). In Module 3, Lesson 1, students use conceptual understanding to model two groups of objects and answer "Which group has a greater number of objects?" Students count, compare, analyze, and understand that each successive number refers to a quantity that is one larger to solve the problem (LSSM K.CC.B.4c, K.CC.C.6).
Non-negotiable	**Required**	**Yes**	Materials attend to the full meaning of each practice standard. Each practice

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS: Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No	**4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.		standard is connected to Kindergarten content and is meaningfully present throughout the materials. Every lesson in the materials includes at least one of the Standards for Mathematical Practice (MP), and most lessons include two or more of these standards. Materials promote focus and coherence by connecting the practice standards with Kindergarten content. In mapping the mathematical practice standards, the number of mathematical practices increases as students progress through the content. Every Module includes a teacher's edition which accompanies each unit and lists the practice standards addressed within each module. The teacher materials list mathematical practices and processes at the beginning of every lesson in the teacher materials. For example, Module 14, Lesson 5 supports students in the development of MP.5 (Use appropriate tools strategically) and MP.6 (Attend to precision) as they use sticks and clay to build solid shapes (LSSM K.G.B.5). During the lesson, students listen as the teacher gives them explicit instructions for forming three-dimensional shapes, such as “Use clay and sticks to form two four-sided shapes as shown. Place sticks in each of the clay balls of one four-sided shape. They should stand straight up. Gently place the other four-sided shape on top as shown. What three-dimensional shape did you make?”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			After using the appropriate tools strategically to build the shape (MP.5), students use precise language as they describe the three-dimensional shapes they made (MP.6). Module 18, Lesson 4 supports students in the development of MP.2 (Reason abstractly and quantitatively), MP.6 (Attend to precision), and MP.7 (Look for and make use of structure) as students count, write numbers, and place objects in groups up to 20 (LSSM K.CC.A.3, K.CC.B.4b, K.CC.B.5, K.CC.B.5a, K.CC.B.5c). In the Learn Together section, students look at objects on a table. The teacher asks students, "How many forks are there?" and "How can you use structure to make sure you draw the correct number of spoons?" which encourages students to look closely at the picture to discern a pattern or structure that can be used to help them solve the problem (MP.7). In the Step It Out section, Tasks 2-3, students use two groups of items and a specific number. After saying the number, students count the number of items in each group and circle the group of items that represents the given number. During this process, the teacher encourages students to talk about how the numbers in the two problems are different. For example, the teacher asks: "How can you count how many plates and water glasses are there? What is another way to find the total number of objects?" (MP.2). In the On

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Your Own section, students attend to precision by demonstrating their ability to count the number of objects in a group and write the number to represent those objects (MP.6).
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key Kindergarten mathematics detailed in the content standards. In every lesson, students "Turn and Talk" about what they did to solve problems, how they knew what strategy to use, and how they solved problems in comparison to how their partner solved problems. For example, in Module 12, Lesson 5, students draw a model to represent gallons of paint in a store, four blue and three orange. Students figure out how many gallons of paint are in the store and build an equation to represent their drawing. In the next problem, students find the number of green peppers at the vegetable market if there are eight peppers and four of the peppers are red. Students draw a model and then complete the equation: 8 - 4 = ___. After completing the problem, students turn and talk with a partner about how the two opening problems are the same and how they are different (LSSM K.OA.A.1, K.OA.2). In Module 19, Lesson 3, in the On Your Own section, the teacher draws two houses on the board that are not lined up at the bottom. Students discuss which method of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			comparing they would need to use when the objects are not lined up. The teacher demonstrates that using the method of "one goes farther up" will not work in this case, but aligning the houses could work. Students critique the teacher's statement by explaining why this is true (LSSM K.MD.A.2). In Module 20, Lesson 1, in the Building Understanding section, students draw a picture of an object, tell whether the object is heavy or light, and explain their reasoning Students turn and talk about how they know which objects are heavy and which objects are light. Next, students explain how they will determine if each bird is heavy or light. Students then talk about how they can use the background images in the pictures to help determine if an animal is heavy or light (LSSM K.MD.A.1).
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. The Teacher Planning and Pacing Guide includes a language development section at the start of every module to assist teachers in planning. This section consists of Key Academic Vocabulary and connecting language to the module. For example, Module 10 defines the term greater than. In Module 10, Lesson 1, students repeatedly hear terms such as a greater number, matching, identify, and objects as they progress through the lesson. Students look at two sets of objects and decide which set is greater

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			than the other. For example, in the Build Understanding section of the lesson, students look at two groups of blue ribbons and answer the question, "How can you use matching to identify the group that has a greater number of objects than the other group?" Students engage in guided discussion about how matching can help them figure out which group has more. The teacher guides the discussion by asking questions such as, "How does drawing lines to match help you find which group of ribbons has a greater number?" and "Which group has the greater number of ribbons?" Sample student responses include: "The group that has ribbons that are not matched has the greater number" and "The group in the bottom row has a greater number of ribbons." The sample responses set the expectation for students to use mathematical language in their explanations and during mathematical discourse (LSSM K.CC.B.4c, K.CC.C.6). In Module 13, Lesson 1, students use the interactive glossary to define the term addends in their own words. The teacher integrates this vocabulary into instruction by writing an addition equation on the board and having students name the addends in the equation (LSSM K.CC.B.4b, K.OA.A.3). In Module 15, the terms above and below are defined. In Module 15, Lesson 1, the teacher integrates the vocabulary into instruction by asking a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			volunteer to demonstrate the words above and below. Students will give examples of situations where they have used the terms to describe objects outside of the classroom (LSSM K.G.A.1).
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. In the Teacher Planning and Pacing Guide, a professional learning section explains the mathematical practices in that lesson. Throughout each lesson, the teacher notes describe the manner for addressing the practices and how to support students in developing the practices. The teacher edition breaks down the lessons into tasks that indicate which math practice to explore and develop during the task. Additional guidance is provided to help teachers support students' development of the practices and includes Sample Guided Discussion Questions and sample student explanations that focus on the use of the identified practice. For example, in Module 5, Lesson 5, the Professional Learning Using Mathematical Practice section provides guidance for modeling with mathematics (MP.4) which states: "In this lesson, children will move from representing addition with drawings and objects to modeling with equations. In order to help children understand what an addition equation represents, make

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			sure they continue using drawings, counters, or cubes to relate the physical objects to the equation." Additionally, guidance for reasoning abstractly and quantitatively (MP.2) states, "Make sure children know how their actions relate to the numbers in the equation, as well as to the plus and is equal to signs." In the lesson, students write addition equations with 5. The Sample Guided Discussion Notes provides teachers with example questions to ask students, such as: "How many monkeys are in the tree? How many monkeys are there after some monkeys join them? What sign do you write to show that two groups are being joined?" The teacher notes also include cultivating conversation and turn and talk prompts, such as: "Have children share their solutions with their partners." and "Have children ask questions of each other about how they placed the correct signs in the equation. Have children refine their answers throughout their conversations."
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
consistent with the progressions in the Standards. ☐ Yes ☐ No	knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.		
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		
	5d) Support for **English Language Learners and other special populations** is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, "vocabulary to preview", etc.,) are included.		
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics. ☐ Yes ☐ No	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.		
	Required **6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.		
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	interpreting student performance, misconceptions, and targeted support to engage in core instruction.		
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.		
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	**Required** **7a)** The content can be **reasonably completed** within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		
	Required **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.		
	Required **7c)** Materials include unit and lesson **study tools for teachers**, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the unit and discussion on student ways of thinking and anticipating a variety of student responses.		
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. Before each module, the materials identify the prerequisite skills needed in order for students to access on-grade-level content. For example, prior to engaging with Module 2, which focuses on representing numbers to 5 with written numerals and counting to find

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			groups, students have the opportunity to complete the Module Opener task to determine their understanding of the prerequisite concept, counting to 5. Before each module, there is also an opportunity for students to take an Are You Ready diagnostic assessment that identifies the prerequisite skills and concepts needed in order for students to access on-grade level content. For example, the diagnostic assessment for Module 2 assesses whether students are able to match the numbers 2 and 3 to groups of objects, represent numbers 0-5, and match numbers to groups, skills which are all required to access content in upcoming lessons. The beginning of each module also includes a Mathematical Progressions chart, which provides a basic outline of Prior Learning, Current Development, and Future Connections. While the Prior Learning section does not indicate the specific standards, it does provide the language of the standards that serve as prerequisite skills and concepts for the current learning. For example, in Module 2, Lesson 1, the Mathematical Progressions, Prior Learning section indicates that “students used counting and numbers to represent quantities up to 5, counted to answer ‘how many?” questions” and “counted out a number of objects to match a given number.” The Current Development section indicates that students will build

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			on that prior learning as they "count and write the numerals 2 and 3." In the Future Connections section, students "will count to 120, read and write numerals, and represent a number of objects with a written numeral."
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**Yes**	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Each module begins with an interactive Are You Ready assessment that helps diagnose prerequisite proficiency, identify intervention needs, and provide a framework to set up or modify leveled groups. Once students take the digital Are You Ready assessment, reports identify their proficiency by standards and include an item analysis. The assessments are categorized based on skills and/or concepts. For each concept or skill, teacher guidance outlines the prerequisite skills being assessed and explains why these prerequisite skills are required to access on-grade level content. Additionally, an accompanying scoring guide provides data-driven intervention suggestions for students and is aligned with each section of the assessment. The materials also provide teachers with Math Routine warm-up options at the beginning of every lesson with the purpose of activating prior knowledge needed for the current lesson. To answer the questions and exercises, students use

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			prior knowledge based on prerequisite skills. For example, in Module 3, Lesson 1, during the Math Routine warm up, the teacher shows students pictures with groups of animals. The students write the corresponding numbers on their MathBoards. Having students practice subitizing before beginning this lesson ensures that the teacher recognizes which students have the skills to identify groups from 0-5 before they move on to comparing these groups to determine what is greater and what is less than 5. If students need support, teachers can use Tier 2, Skill 2 (LSSM K.CC.B.4c, K.CC.C.6) during a small group session to address their needs.
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade that is directly connected to specific lessons and units in the materials. Each lesson overview provides mathematical progressions which guide teachers based on prior learning, current development, and future connections. The Prior Learning section includes recommendations from previous lessons for students who need prerequisite work. Additionally, the Are You Ready Diagnostic Assessment suggests lessons from earlier in the materials or from previous grade levels based on student results for each portion of the diagnostic assessment. In the Module 12, Are You Ready diagnostic assessment, students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			solve problems and select the addition or subtraction equation that is being modeled by the picture. The module provides teachers with prerequisite skills and Data-Driven Intervention options that direct the teacher to previous lessons (Module 6, Lessons 1, 2, and 7) and tiered activities (Tier 3, Skill 11 and Tier 2, Skill 14) based on student readiness as identified by their performance on the diagnostic assessment (LSSM K.OA.A.1, K.OA.A.2). In the Module 8, Are You Ready diagnostic assessment, students count sequences to 5 and apply their knowledge of the counting sequence when counting objects. The diagnostic assesses whether students can count a group of up to 5 objects by having students count groups of objects. The module provides teachers with prerequisite skills and Data-Driven Intervention options that direct the teacher to the previous lessons (Module 2, Lessons 1-4) and tiered activities (Tier 3, Skill 4 and Tier 2, Skill 5) based on student readiness as identified by their performance on the diagnostic assessment. The materials also provide a document, “HMH Priority Standards Pathway,” to prepare students for the lesson. The document includes priority standards, identifies the module and lesson in which they are addressed, and suggests prior learning lessons to use in order to prepare students for on-grade-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			level work. For example, the HMH Priority Standards Pathway document identifies that Module 8, Lessons 1-3 address LSSM K.CC.3 and that prior, prerequisite learning is found in Grade K, Module 2, Lesson 4, and in Grade K, Module 7, Lesson 3.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		See EdReports for more information.

FINAL EVALUATION

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

Compile the results for Sections I and II to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a large majority of time to the major work of the grade. Materials spend minimal time on content outside of the appropriate grade-level.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical

[5] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			concepts. Materials are designed so that students attain the fluencies and procedural skills required by the standards. Materials are designed so that students spend sufficient time working with engaging applications. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials address the practice standards in such a way to enrich the content standards of the grade. Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. Materials explicitly attend to the specialized language of mathematics. Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.
II: Additional Alignment Criteria and Indicators of Superior Quality[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports
	6. Quality of Assessments		See EdReports
	7. Additional Indicators of Quality		Materials identify prerequisite skills and concepts for the major work of the grade. Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully

[6] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier I rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			in grade-level work. Materials provide targeted, aligned, prerequisite work for the major work of the grade directly connected to specific lessons and units in the materials.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

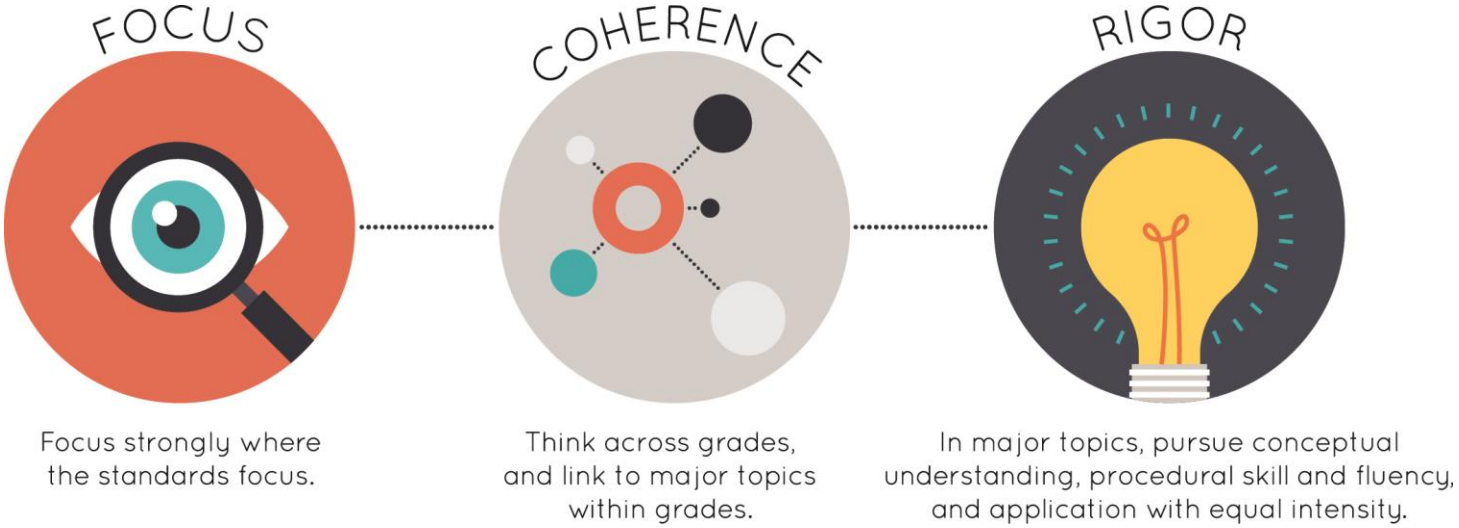
DEPARTMENT of EDUCATION
Louisiana Believes

Instructional Materials Evaluation Tool for Alignment in Mathematics Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **HMH Into Math**

Grade/Course: **1**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

Overall Rating: **Tier 1, Exemplifies quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Focus on Major Work (Non-negotiable)	
2. Consistent, Coherent Content (Non-negotiable)	
3. Rigor and Balance (Non-negotiable)	
4. Focus and Coherence via Practice Standards (Non-negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Alignment Criteria for Standards for Mathematical Practice	
7. Indicators of Quality	

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/hmh-into-math-2020.

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**[2] Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, materials receive a "Yes" for that **Non-negotiable** Criterion.
- If there is a "No" for any of the **required** Indicators of Superior Quality, materials receive a "No" for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 and 2 for the review to continue to **Non-negotiable** Criteria 3 and 4. Materials must meet all of the **Non-negotiable** Criteria 1-4 in order for the review to continue to Section II.
- If materials receive a "No" for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, then the materials receive a "Yes" for the additional criteria.
- If there is a "No" for any **required** Indicator of Superior Quality, then the materials receive a "No" for the additional criteria.

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

[2] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote the large majority of class time to the major work for Grade 1. Of the 99 lessons, 84% are spent on major work of the grade. Specifically, 77% of lessons are spent on major standards, 7% of lessons are spent on a combination of major standards and supporting/ additional standards, and 16% of lessons are spent on supporting or additional standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of Grade 1 Louisiana Student Standards for Mathematics (LSSM). In assessment materials, assessment components do not make students/ teachers responsible for any topics before the grade in which they are introduced. At the end of each module, teachers have the option to administer a printable or interactive test. The Module Tests are available in several versions in the Assessment Guides. The teacher's edition provides small group options for differentiating instruction for students needing support and enrichment for students working ahead of the current grade level. All instructional materials and assessments remain within the LSSM for

[3] For more on the major work of the grade, see Focus by Grade Level.
[4] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Grade 1. For example, in Module 3, the printable assessment, students identify the addition equation that correctly matches a word problem which calls for addition of three whole numbers, then they fill in the number that is missing in an addition equation. Students also solve addition equations and word problems, adding up to three numbers within 10 (LSSM 1.OA.A.2, 1.OA.B.3, 1.OA.C.6, 1.OA.D.7). In Module 9, the printable assessment, students use place value understanding to solve problems. Students understand that the two digits of a two-digit number represent amounts of tens and ones. Students focus on finding how many groups of 10 are present. Students solve word problems and explain that the two digits of a two-digit number represent amounts of tens and ones (LSSM 1.NBT.B.2a, 1.NBT.B.2b, 1.NBT.B.2c, 1.NBT.C.4, 1.NBT.C.4a). In Module 13, the printable assessment, students add or subtract to solve the problem, then write a number in a blank to make a number sentence true. Students solve two-digit addition and subtraction problems and solve addition and subtraction word problems (LSSM 1.NBT.C.4, 1.NBT.C.4b, 1.NBT.C.6, 1.OA.C.6, 1.OA.D.8).
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. In Module 1, students solve addition and subtraction

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
consistent with the content in the Standards. ☒ Yes ☐ No			problems within 20 by using a variety of strategies such as counting on, making ten, decomposing a number leading to a ten, the relationship between addition and subtraction, and creating equivalent but easier sums (major LSSM 1.OA.C.6). For example, in Module 1, Lesson 2, students respond to the following problem: "Isla finds 6 worms. James finds 2 worms. How many worms do they find? Explain how you can count on to solve." In Module 1, Lesson 4, students use the strategy of decomposing a number leading to a ten when solving the problem: "Erik reads 6 books. Kim reads 8 books. How many books do they read?" The problem prompts students to think "8 is close to 10, so start with 8. Then, move some [counters] to make a ten." In Module 8, Lessons 1-7, students represent data in charts and graphs, interpret charts and graphs (supporting LSSM 1.MD.C.4), and use strategies developed in Module 1 to answer questions about the graph, reinforcing LSSM 1.OA.C.6. In Module 8, Lesson 1, students analyze data information organized into categories on a picture graph and answer questions such as, "How many fewer blue crayons are there than red crayons? Write an equation to show how you know" (LSSM 1.MD.C.4). Students apply their knowledge from Module 1 (LSSM 1.OA.C.6) to create the equation 6 - 4 = 2 to determine that there are two fewer blue crayons than red

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			crayons. In Module 8, Lesson 2, students create a picture graph to show information about weather tracking for two weeks. After creating the graph to show seven sunny days, four rainy days, and three cloudy days, students determine how many total days the weather was recorded by leveraging the strategies they learned previously in Module 1.
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in Grade 1 where the connections are natural and important. For example, Module 7, Lesson 6 connects the Operations and Algebraic Thinking (OA) and Numbers and Operations in Base Ten (NBT) domains, as students use addition and subtraction to solve word problems using concrete models or drawings. During the lesson, students complete a bar model and write an equation to solve the problem (LSSM 1.OA.A.1, 1.NBT.C.4). For example, students solve the problem: "Carlos has 8 tickets. Carlos has 8 fewer tickets than Etta. How many tickets does Etta have? Complete the bar model and write an equation." Module 8, Lesson 4 connects Operations and Algebraic Thinking (OA) to Measurement and Data (MD) domains, as students create a tally chart to organize information and use it to answer questions. For example, during the lesson, students use an image with different fruits (bananas, apples, and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			oranges) to create a tally chart and answer questions such as, “Are there more bananas or oranges?” (LSSM 1.MD.C.4). Students then write an addition sentence to represent the total number of fruits (LSSM 1.OA.C.6). Module 4 connects clusters A (Represent and solve problems involving addition and subtraction), B (Understand and apply properties of operations and the relationship between addition and subtraction), and C (Add and subtract within 20) of the Operations and Algebraic Thinking (OA) domain. In Lesson 1, Spark Your Learning, students solve the problem: “Jamel has 13 pears. 8 are yellow. The rest are green. How can you use addition to find how many green pears he has?” The lesson progresses, and during the Build Understanding portion, students solve the problem: “There are 9 frogs at the pond. 4 of the frogs swim. The rest sit on a log. How many frogs sit on the log? 9 - 4 = __. Part A, How can you show the problem as addition? Part B, How can you write an addition equation to help you solve the subtraction equation? Part C, __ frogs sit on the log.” In the problems, students engage in solving word problems (LSSM 1.OA.A.1), understanding subtraction as an unknown addend problem (LSSM 1.OA.B.4), and solving problems using the relationship between addition and subtraction (LSSM 1.OA.C.6).
Non-negotiable **3. RIGOR AND BALANCE:**	**Required**	**Yes**	Materials develop conceptual understanding of key mathematical

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.		concepts, especially where called for explicitly in the standards. Throughout the materials, students engage with various representations, manipulatives, and visual models to develop conceptual understanding. Students have frequent opportunities to discuss math concepts throughout the lessons during Turn and Talk, in which the teacher asks the students questions to prompt student thinking and reasoning as they explain math concepts and solutions to their peers. For example, In Modules 1-2, students are introduced to addition and subtraction and begin to develop an understanding of addition and subtraction strategies. Throughout Modules 1-2, students learn and practice applying various addition and subtraction strategies such as counting on, making ten, decomposing a number leading to a ten, using doubles, using the relationship between addition and subtraction, and creating equivalent but easier known sums (LSSM 1.OA.C.6). For example, in Module 1, Lesson 4, students use the make a ten strategy to add, as well as use counters and ten frames to represent additions. In Module 2, students relate counting to subtraction and count on to solve subtraction problems. By the end of Module 2, students use any strategy to solve addition and subtraction equations. In Module 3, students expand their understanding of addition strategies to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			recognize that they can add in any order and add more than two numbers, as well as to develop addition fluency (LSSM 1.OA.B.3, 1.OA.C.6, 1.OA.D.7). For example, in Module 3, Lesson 2, students use a visual model from the word problem to fill in an addition equation. Students then draw their own models once they have solved the addition equation (LSSM 1.OA.B.3). During the lesson, students use a picture with six yellow butterflies and seven purple butterflies to solve the problem: "Kiki saw these butterflies on a bush. How many butterflies did she see?" Students write an addition equation and describe the strategy they use to solve the problem. In Module 4, students apply their understanding of the relationship between addition and subtraction. In the module, students extend the learning and conceptual understanding built in previous modules as they begin connecting addition and subtraction as inverse operations. This gradual progression of conceptual understanding is clear in the progression of the modules (LSSM 1.OA.B.4, 1.OA.C.6, 1.NBT.C.4a, 1.OA.D.8). In Module 4, Lesson 1, students think about using addition to help them subtract (LSSM 1.OA.C.5). For example, during the lesson, students use an addition fact to help them solve 7 - 3 = __. The teacher prompts students to think about what number added to 3 would make 7. Students then complete an addition equation to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			represent that amount and discuss what they notice about the number 7 in the addition and subtraction equations, reinforcing their understanding of the relationship between addition and subtraction. In Lesson 2, students build on this by learning about related facts and how to compose a fact family (LSSM 1.OA.B.3, 1.OA.B.4). Throughout Lesson 2, students use connecting cubes to create related facts and model word problems. During the Put It in Writing portion of the lesson, students "Write the related facts for four plus five equals blank. Then explain why the facts are related," allowing students to demonstrate understanding and their ability to apply the relationship between addition and subtraction.
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain the fluency and procedural skills required by the standards. In Module 1, Lesson 3, students gain fluency with adding to 10 and build on this learning in Lesson 4 which focuses on making a ten to add. In addition to individual lessons focused on building fluency, each lesson has Test Prep and Spiral Review questions to promote fluency (LSSM 1.OA.C.6). Fluency Maintenance worksheets are also provided to support students in attaining fluency requirements. For example, in Module 2, Lesson 1, students complete the Fluency Maintenance worksheet to practice addition and subtraction within 5

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			(LSSM 1.OA.C.6). In addition, in Module 2, Lesson 3, students review counting on to subtract as a strategy for building fact fluency (LSSM 1.OA.C.6). In the Step It Out portion of the lesson, students solve the problem: "Ann has 7 flowers. 4 are in a vase. She holds the rest. How can you count on to find how many flowers Ann holds?" Students consider what number they are subtracting and from what number they are subtracting. From there, students count on from the number they are subtracting to determine the answer (LSSM 1.OA.C.6). Students continue to build fluency in addition within 20 in Module 3, Lesson 7, as students demonstrate fluency for addition within 10 by completing 20 addition problems (LSSM 1.OA.C.6). In Module 12, Lesson 4, students show the action of a problem on the hundred chart. Next, students demonstrate addition and subtraction of 10 by moving up or down rows (LSSM 1.NBT.C.4). For example, students solve the problem, "Use a hundred chart to add tens to a number. Solve 40 + 28 = __." Students circle the number 28 and then add four tens by moving down on the chart four rows. They identify the sum, 68. Students build fluency with this strategy by practicing this process with the problems 62 + 30 = __ and __ = 35 + 20.
	Required **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. Grade 1 has three

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.		application standards: LSSM 1.OA.A.1, 1.OA.A.2, and 1.MD.D.4. These application standards require students to apply the concepts and skills they have learned to solve real-world problems. In Modules 1-3, students develop understanding and fluency with adding and subtracting within 20 using a variety of strategies. In Module 6, Lesson 4, students apply these strategies as they represent and solve word problems using visual models and equations (LSSM 1.OA.A.1). For example, in the On Your Own portion of this lesson, students solve the problem, “There are 5 big dogs and 8 little dogs at the park. How many dogs are at the park?” Students color in cubes to match the problem and complete a matching bar model. Students then write an equation to solve the problem. In Module 7, Lesson 1, students demonstrate an understanding of how to use equations to solve and model difference unknown problems. Students solve word problems, then model the answer using addition and subtraction equations (LSSM 1.OA.A.1). For example, students solve the problem, “Daisy lays 2 eggs. Rosie lays 7 eggs. How many more eggs does Rosie lay than Daisy?” Students draw circles to represent the problem and compare their drawings. After comparing, students complete an addition problem (2 + __ = 7) and a subtraction problem (7 - 2 = __). Engaging with these types of problems allows students to apply the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			strategies they've learned to solve problems that involve adding to, taking from, and comparing by using drawings, objects and equations with unknown numbers in different positions within the equation. In Module 8, Lesson 7, students utilize information to complete a bar graph. The problem states: "Miguel saw 10 dogs at the park. 2 dogs were white and 4 dogs were brown. He saw the same number of black dogs as brown dogs. How many dogs of each color did Miguel see at the park?" After students complete the bar graph, they explain how many black dogs Miguel saw and how they knew the answer. Then, they use the graphs they create to find how many more black dogs Miguel saw than white dogs (LSSM 1.MD.C.4).
	Required **3d)** ***Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. The balance of rigor is apparent in the design of the materials as each lesson has multiple sections to develop Grade 1 LSSM. Modules 1-2 integrate conceptual understanding, application, and procedural skill and fluency as students develop a deep understanding of strategies used to add and subtract within 20 and solve word problems. For example, in Module 1, Lesson 5, students draw models of double facts and engage in writing facts represented by models before they apply

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			this knowledge to problem sets (LSSM 1.OA.A.1, 1.OA.C.6). For example, students solve the problem: "Layna pours 6 cups of juice. Then she pours 6 more cups of juice. How many cups of juice does she pour? How can you show the problem?" After drawing to represent the problem, students answer, "How can you write a doubles fact to solve the problem?" Students develop and use conceptual understanding by listening to a contextual problem and creating a drawing to model the problem. The use of these drawings to understand and solve the problem helps students develop fluency in the application of the strategy. In Module 2, Lesson 4, students develop their conceptual understanding of the relationship between addition and subtraction to build procedural skill and fluency in identifying and using a related addition fact to solve a subtraction fact. For example, in the Step It Out portion of the lesson, students read: "Trina writes 10 postcards. 6 are in the mail. The rest are on her desk. How many postcards are on her desk? Use addition to subtract 10 - 6." (LSSM 1.OA.B.4). The teacher prompts students to think, "If I have 6, how many more to make 10?" as they use red and yellow counters to model the problem and solve the addition equation, 6 + __ = 10.
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:**	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to Grade 1 content

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No	grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.		and is meaningfully present throughout the materials. Every lesson in the materials includes at least one of the Standards for Mathematical Practice (MP), and most lessons include two or more of these standards. Materials promote focus and coherence by connecting the practice standards with Grade 1 content. In mapping the mathematical practice standards, the number of mathematical practices increases as students progress through the content. Every module includes a teacher's edition which accompanies each unit and lists the practice standards addressed within each module. The materials list mathematical practices and processes at the beginning of every lesson in the teacher materials. For example, Module 2, Lesson 1 supports students in the development of MP.2 (Reason abstractly and quantitatively) and MP.4 (Model with mathematics) as they represent subtraction using equations, pictures, and objects (LSSM 1.OA.A.1, 1.OA.D.7). In the Build Understanding section, Task 1, Part A, students reason quantitatively as they use objects or drawings to represent a given problem. In Parts B-C, students' reasoning becomes more abstract with the use of numerals and symbols. For example, the teacher asks students, “How can you show the problem?” “How many fish are in the group to start?” “How many fish swam away?” and “How can you write the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			equation to find the difference?" (MP.2). In Task 2, students write an equation to model a subtraction problem and write the difference to the left of the equal symbol. The teacher asks students, "How can you show the problem?'' and "What does each number represent in the problem?" (MP.4). Module 5, Lesson 3 supports students in the development of MP.4 (Model with mathematics) and MP.5 (Use appropriate tools strategically) as students add or subtract to solve word problems when the start is unknown and represent the problem with objects, drawings, and equations (LSSM 1.OA.B.3). In the Build Understanding section, Task 1, the teacher discusses with the students how they might use counters or connecting cubes to help them show this problem. The teacher asks students, "How can you show this problem?" (MP.5). In Task 2, students demonstrate how an equation can help them solve the problem. The teacher asks students to show the problem and write an addition equation to match the problem. Next, students write a subtraction equation to solve the problem and, lastly, write down the answer to the problem (MP.4). In Module 17, Lesson 1, students draw objects of differing lengths and discuss with a partner how they know which objects are shorter or longer and how they could order the objects from shortest to longest or vice versa (LSSM 1.MD.A1).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Students practice attending to precision (MP.6) by using precise language in their discussions, utilizing terms such as length, shorter, longer, compare, and order.
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key Grade 1 mathematics detailed in the content standards. In every lesson, students "Turn and Talk" about what they did to solve problems, how they knew what strategy to use, and how they solved problems in comparison to how their partner solved problems. For example, in Module 4, Lesson 6, in the Step it Out section, students solve a problem that has an unknown addend. In Task 1, Part A, students write a related subtraction fact when solving the following problem, "Write a related subtraction fact. Subtract the number of orange fish from the total number of fish." Students use counters to help solve the problem. In Part B, students use the subtraction fact to find the unknown addend. The teacher poses the following questions to students as they solve the problems: "How do the counters help organize the information in this problem?" and "How do you know the subtraction fact and addition facts are related?" Students then turn and talk to answer the question, "How does the addition equation model the problem? (LSSM 1.OA.A.1, 1.OA.D.8, 1.NBT.C.4a). In

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Module 11, Lesson 2, On Your Own section, problem 4, students determine which of two two-digit numbers is less and write to justify their conclusion. Students construct arguments to explain why 84 is less than 88 (LSSM 1.NBT.B.3). In Module 12, Lesson 5, students solve problems that represent addition with tens and ones, such as, "Jen has 23 toy boats. She gets 5 more toy boats. How many toy boats does she have?" Students solve the problem by working with a partner, modeling their thinking using tens and ones, and discussing their strategy for solving. The teacher cues students to discuss what information is important to solve the problem, other tools they could have used to solve the problem, and whether or not their partner chose to solve the problem using the same tools (LSSM 1.OA.A.1, 1.NBT.C.4a, 1.NBT.C.4b).
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. The Teacher Planning and Pacing Guide includes a language development section at the start of every module to assist teachers in planning. This section consists of Key Academic Vocabulary and connecting language to the module. For example, Module 1, Lesson 1 defines the terms equation, is equal to, plus, and sum. The Build Understanding section of this lesson implements this vocabulary through instruction, as students use the Interactive Glossary during the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			conversation to record their understanding. Students discuss vocabulary words using their own words, then share their work and discuss how their descriptions compare and contrast with a partner's. In Task 1, students model a problem with an addition equation and build an understanding that the sum may appear before or after the equal sign. Students then write an equation to find the sum (LSSM 1.OA.A1, 1.OA.D.7, 1.NBT.C.4). Module 9, Lesson 2 defines the terms ones and tens. In the Build Understanding section, students use their interactive glossary during the conversation to record their understanding. Students represent 10 ones in different ways. In Task 1, students represent the problem and draw to show what they did. The teacher guides students in translating the representation of 10 single ones to the representation of one ten (LSSM 1.NBT.B.2a, 1.NBT.B.2b, 1.NBT.C.4a). Module 16, Lesson 2 defines the terms equal shares and "unequal shares. In the Build Understanding section, students use their interactive glossary during the conversation to record their understanding. Students use their own words to describe equal shares and unequal shares. Students then discuss how their descriptions compare and contrast with a partner's. In Task 1, the teacher reads the problem aloud and asks children how the features of a square

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			might help decide how to solve both parts of the task. In the Task, students separate a square into four equal parts (LSSM 1.G.A.3). In Module 16, Lesson 3, Step It Out, students read, "Max wants to cut a board into halves. A) Draw the board as a rectangle. B) Draw a line to show halves. Color one of the halves. C) Complete the sentence to describe the board." Students use explicit math language when completing the sentence, "____ of the board is shaded" (LSSM 1.G.A.3).
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. In the Teacher Planning and Pacing Guide, a professional learning section explains the mathematical practices in that lesson. Throughout each lesson, the teacher notes describe the manner for addressing the practices and how to support students in developing the practices. The teacher edition breaks down the lessons into tasks that indicate which math practice to explore and develop during the task. Additional guidance is provided to help teachers support students' development of the practices and includes Sample Guided Discussion Questions and sample student explanations that focus on the use of the identified practice. For example, in Module 1, Lesson 5, the Professional Development Using Mathematical Practice section provides guidance for looking for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			structure (MP.7) which states: "in this lesson, children will analyze the structure of equations and recognize the significance of addition facts in which a number is added to itself. They will learn to identify and use doubles facts to help solve addition problems. They will start by making doubles of their own visually and then will solve doubles facts with an unknown sum." In the next lesson, children extend this work as they use the structure of doubles facts to find the sums of other addition facts (by adding 1 to the sum of a doubles fact). In Module 7, Lesson 3, the Professional Development, Using Mathematical Practice section states: "Look for and express regularity in repeated reasoning. This lesson provides an opportunity to address this Mathematical Practice Standard. It calls for students to use what they know about Compare Problems to analyze quantities that are more or fewer to determine the solution. Students should look for patterns to help develop strategies to solve problems while using counters and equations to show problems. Some word problems in this lesson will suggest the wrong operation. Help children understand what each of the numbers in the equation represent in the word problem."
Section II: Additional Alignment Criteria and Indicators of Superior Quality			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.		
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		
	5d) Support for **English Language Learners and other special populations** is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, "vocabulary to preview", etc.,) are included.		
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics.	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.		
	Required **6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No	modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.		
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.		
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.		
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	**Required** **7a)** The content can be **reasonably completed** within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		
	Required **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.		
	Required **7c)** Materials include unit and lesson **study tools for teachers**, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of the unit and discussion on student ways of thinking and anticipating a variety of student responses.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. Before each module, the materials identify the prerequisite skills needed in order for students to access on-grade-level content. For example, prior to engaging with Module 3, which focuses on Properties of Operations, students have the opportunity to complete the Module Opener task to determine their understanding of the prerequisite concepts of addition and subtraction to 10. Before each module, there is also an opportunity for students to take an Are You Ready diagnostic assessment that identifies the prerequisite skills and concepts needed in order for students to access on-grade level content. For example, the diagnostic assessment for Module 3 assesses whether students can demonstrate multiple ways to make 5, use symbols to add, and draw equal groups, skills which are all required in order to access content in upcoming lessons. The beginning of each module also includes a Mathematical Progressions chart, which provides a basic outline of Prior Learning, Current Development, and Future Connections. While the Prior Learning section does not indicate the specific standards, it does provide the language of the standards that serve as prerequisite skills and concepts for the current learning. For example, in Module 3, Lesson 1, the Mathematical Progressions, Prior Learning section

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			indicates that students "solved addition and subtraction problems within 10 with objects, drawings and equations" and "demonstrated fluency for addition and subtraction within 5." The Current Development section indicates that students will build on that prior learning as they "use the Commutative property to add by changing the order of the addends without changing the sum" and "add within 20."
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**Yes**	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Each module begins with an interactive Are You Ready assessment that helps diagnose prerequisite proficiency, identify intervention needs, and provide a framework to set up or modify leveled groups. Once students take the digital Are You Ready assessment, reports identify their proficiency by standards and include an item analysis. The assessments are categorized based on skills and/or concepts. For each concept or skill, teacher guidance outlines the prerequisite skills being assessed and explains why these prerequisite skills are required to access on-grade level content. Additionally, an accompanying scoring guide provides data-driven intervention suggestions for students and is aligned with each section of the assessment. The materials also provide teachers with Math

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Routine warm-up options at the beginning of every lesson with the purpose of activating prior knowledge needed for the current lesson. To answer the questions and exercises, students use prior knowledge based on prerequisite skills. For example, in Module 9, Lesson 3, during the Math Routine warm-up, the teacher reveals a group of numbers. Next, the teacher asks students to show a "thumbs up" response if they think the numbers show how to count by tens, or a "thumbs down" response if it does not show how to count by tens. The teacher repeats this process with three more groups of numbers. The teacher selects students who answer in different ways and has them justify their reasoning. Students may draw on their MathBoards to support their conclusions. In the Math Connections Section of the warm-up, the teacher displays three 10-cube trains. Students tell the number each train represents. The teacher asks, "How could we find the value of all three cube trains together?" The teacher guides the students to count by tens to find the total. Teachers may also use a hundred chart so that students can visualize each number as they say it: 10, 20, 30. If students need support, teachers can use Tier 2, Skill 5 supports from the Grade 1, Module 9, Lesson 2 (LSSM 1.NBT.B.2a, 1.NBT.B.2c, 1.NBT.C.4, 1.NBT.C.4a) during a small group session to address their needs.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade that is directly connected to specific lessons and units in the materials. Each lesson overview provides mathematical progressions which guide teachers based on prior learning, current development, and future connections. The Prior Learning section includes recommendations from previous lessons or from a prior grade level for students who need prerequisite work. Additionally, the Are You Ready Diagnostic Assessment suggests lessons from earlier in the materials or from previous grade levels based on student results for each portion of the diagnostic assessment. In the Module 6, Are You Ready diagnostic assessment, students add groups, use symbols to subtract, and add in any order. The module provides teachers with prerequisite skills and Data-Driven Intervention options that direct the teacher to previous lessons that were completed in Grade K (Module 11, Lesson 6 and Module 12, Lesson 1) and Grade 1 (Module 3, Lessons 1-2) and tiered activities (Tier 3, Skill 6; Tier 2, Skill 10; and Tier 2, Skill 11) based on student readiness as identified by their performance on the diagnostic assessment (LSSM 1.OA.A.1, 1.OA.C.6, 1.NBT.C.4). In the Module 5, Are You Ready diagnostic assessment, students solve subtraction problems within 10, write addition equations within

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			10, and make a group of 10 items starting from a specific number. The module provides teachers with prerequisite skills and Data-Driven Intervention options that direct the teacher to previous lessons that were completed in Grade K (Module 11, Lesson 4, 5, and 7) and tiered activities (Tier 3, Skill 9; Tier 2, Skill 9; and Tier 2, Skill 15) based on student readiness as identified by their performance on the diagnostic assessment (LSSM 1.OA.A.1, 1.NBT.C.4a, 1.OA.A.2, 1.OA.B.3, 1.OA.B.4). The materials also provide a document, "HMH Priority Standards Pathway," to prepare students for the lesson. The document includes priority standards, identifies the module and lesson in which they are addressed, and suggests prior learning lessons to use in order to prepare students for on-grade-level work. For example, the HMH Priority Standards Pathway document identifies that Module 4, Lessons 1-4 and 7 address LSSM 1.OA.C.6 and that prior prerequisite learning is found in Grade K, Module 11, Lessons 5-6, and Grade K, Module 12, Lessons 1, 2, and 5.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a large majority of time to the major work of the grade. Materials spend minimal time on content outside of the appropriate grade-level.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts. Materials are designed so that students attain the fluencies and procedural skills required by the standards. Materials are designed so that students spend sufficient time working with engaging applications. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials address the practice standards in such a way to enrich the content

[5] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			standards of the grade. Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. Materials explicitly attend to the specialized language of mathematics. Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.
II: Additional Alignment Criteria and Indicators of Superior Quality[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports
	6. Quality of Assessments		See EdReports
	7. Additional Indicators of Quality		Materials identify prerequisite skills and concepts for the major work of the grade. Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in grade-level work. Materials provide targeted, aligned, prerequisite work for the major work of the grade directly connected to specific lessons and units in the materials.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

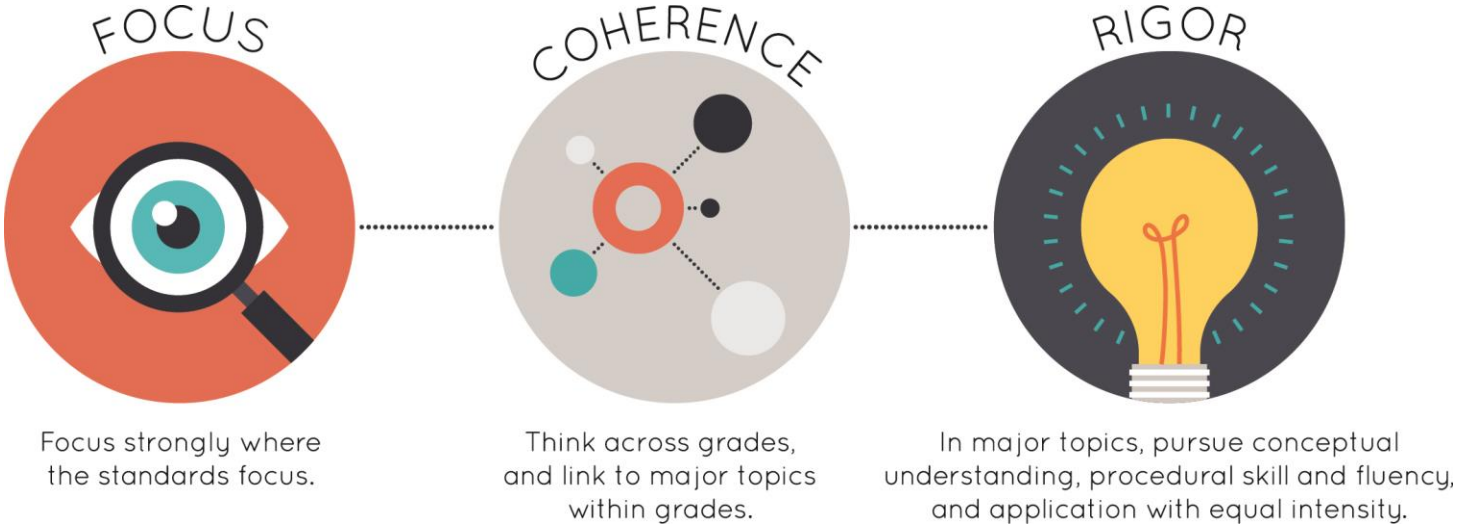
[6] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier I rating.

Instructional Materials Evaluation Tool for Alignment in Mathematics Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **HMH Into Math**

Grade/Course: **2**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

Overall Rating: **Tier 1, Exemplifies quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Focus on Major Work (Non-negotiable)	
2. Consistent, Coherent Content (Non-negotiable)	
3. Rigor and Balance (Non-negotiable)	
4. Focus and Coherence via Practice Standards (Non-negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Alignment Criteria for Standards for Mathematical Practice	
7. Indicators of Quality	

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/hmh-into-math-2020.

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**[2] Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, materials receive a "Yes" for that **Non-negotiable** Criterion.
- If there is a "No" for any of the **required** Indicators of Superior Quality, materials receive a "No" for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 and 2 for the review to continue to **Non-negotiable** Criteria 3 and 4. Materials must meet all of the **Non-negotiable** Criteria 1-4 in order for the review to continue to Section II.
- If materials receive a "No" for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, then the materials receive a "Yes" for the additional criteria.
- If there is a "No" for any **required** Indicator of Superior Quality, then the materials receive a "No" for the additional criteria.

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

[2] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote the majority of class time to the major work Grade 2. Of the 105 lessons, 92% are spent on major work of the grade. Specifically, 67% of lessons are spent on major standards, 25% of lessons are spent on a combination of major standards and supporting/additional standards, and 8% of lessons are spent on supporting/additional standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of Grade 2 Louisiana Student Standards for Mathematics (LSSM). In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade/course in which they are introduced. At the end of each module, teachers have the option to administer a printable or interactive test. The Module Tests are available in several versions in the Assessment Guides. The teacher's edition provides small group options for differentiating instruction for students needing support and enrichment for students working ahead of the current grade level. All instructional materials and assessments remain within the LSSM for Grade 2. When content is outside of the

[3] For more on the major work of the grade, see Focus by Grade Level.
[4] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			current grade level, it is included in the "Are You Ready" lesson components. The purpose of these components is to determine if students have acquired the prerequisite skills necessary to be successful with the current lesson. For example, in Module 1, Lesson 1, students take a diagnostic assessment to determine their ability to use pictures to add, find sums to 10, and solve subtraction facts within 20. (LSSM 1.OA.A.A, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6, 1.OA.D.7, 1.OA.D.8). The inclusion of this content supports teachers in differentiated instruction, helps close gaps in student learning, and scaffolds learning to ensure students' acquisition and retention of new, grade-level material. In Module 6, The Printable Assessment, students compare two three-digit numbers using the symbols >, =, and <. Students complete patterns counting by fives, tens, and hundreds. Students use mental math to add or subtract 10 or 100 to/from any given number within 1000 (LSSM 2.NBT.A.2, 2.NBT.A.4, 2.NBT.B.8). In Module 12, Interactive Module Assessment, students fluently add and subtract within 100 to solve one- and two-step word problems (LSSM 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.9).
Non-negotiable **2. CONSISTENT, COHERENT CONTENT**	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. In Module

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Each course's instructional materials are coherent and consistent with the content in the Standards. ☒ Yes ☐ No			1, students use addition and subtraction within 100 to solve one- and two-step word problems (LSSM 2.OA.A.1). For example, in Module 1, Lesson 2, students solve the problem "There are 9 frogs in a pond. There are 3 frogs on the show. How many frogs are there?" Students draw a concrete model, count on, and write an addition fact to solve the problem. In Module 3, Lesson 5, students apply this learning as they collect and record data, represent data, and analyze and interpret graphs, connecting supporting LSSM 2.MD.D.10 to major LSSM 2.OA.A.1. For example, in Module 3, Lesson 4, students analyze a bar graph that displays students' favorite smoothie flavors. During this lesson, students solve problems such as, "How many children chose strawberry or blueberry smoothies?" and "How many more choose banana than orange smoothies?" Students solve put-together, take-apart, and compare problems (LSSM 2.OA.A.1) using information presented in the graphs (LSSM 2.MD.D.10). In Module 2, students skip-count to find the total number of objects arranged in a rectangular array, connecting supporting LSSM 2.OA.A.3 to major LSSM 2.NBT.A.2. For example, in Module 2, Lesson 3, students solve the problem, "Hannah puts her animal stickers in 3 rows. There are 5 stickers in each row. How many animal stickers does Hannah have?" Students draw an array that shows Hannah's

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			stickers and explain how they determined how many stickers she has, with one possible answer being that after drawing the 3 rows of 5 stickers, they counted to find the total: 5, 10, 15. Module 7 reinforces Major LSSM 2.NBT.A.2 again as students skip-count to find the total value of a group of coins. For example, in Module 7, Lesson 2, students solve the problem, "Zoe has 3 dimes, 2 nickels, and 2 pennies. What is the total value of her coins?" To determine the value of the coins, students first count the dimes by 10s (10¢, 20¢, 30¢), then count on the nickels by 5s (35¢, 40¢), and then count on the pennies by 1s (41¢, 42¢), connecting supporting LSSM 2.MD.C.8 to major LSSM 2.NBT.A.2.
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in Grade 2 where the connections are natural and important. For example, Module 9, Lesson 2 connects the Measurement and Data (MD) and the Numbers and Base Ten Operations (NBT) domains as students show the times on digital and analog clocks. Students draw clock hands to show times (LSSM 2.MD.C.7) by skip-counting by 5s (LSSM 2.NBT.A.2). For example, in the On Your Own portion of the lesson, students solve the problems such as, "Jose gets home from school at 45 minutes after 3" and "Elise goes to the park at 35 minutes after

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			12." Module 20, Lesson 1 connects the Measurement and Data (MD) and Number and Base Ten Operations (NBT) domains. During the lesson, students represent whole numbers as lengths on a number line (LSSM 2.MD.B.6) and use a yardstick as a number line to add and subtract two-digit numbers using concrete models and drawing (LSSM 2.NBT.B.7). For example, students solve the problem, "What is the total length of 23 inches and 12 inches? Use the yardstick to solve. Show your work." Students use the yardstick as a number line by starting at 23, adding two more to get 25, and adding 10 more to get 35 inches. In Module 22, Lesson 1 connects clusters A (Represent and solve problems involving addition and subtraction) and B (Add and subtract within 20) of the Operations and Algebraic Thinking (OA). In the lesson, the first word problem states: "Mr. Chan bakes a pizza. It is shaped like a rectangle. He wants to cut it into squares. Use color tiles. Trace around the square tiles to show how to cut the pizza. Part A: Trace around the square tiles to show 2 rows and 3 columns. Part B: How many square tiles did you see?" Students solve the word problem by partitioning a rectangle to create an array with 2 rows and 3 columns (LSSM 2.OA.C.4) and using that rectangle to complete an addition sentence within 100 with a situation of adding using a drawing (LSSM 2.OA.A.1).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. Throughout the materials, students engage with various representations, manipulatives, and visual models to develop conceptual understanding. Students have frequent opportunities to discuss math concepts throughout the lessons during Turn and Talk, in which the teacher asks the students questions to prompt student thinking and reasoning as they explain math concepts and solutions to their peers. For example, in Module 4, Lesson 4, students explain the place value of digits for numbers within 1,000. Students use place value to tell the value of each digit in three-digit numbers up to 1,000 (LSSM 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.3, 2.NBT.B.7). For example, in the Build Understanding portion of the lesson, students solve the problem: "Ben uses these blocks to show 429. How can you show the number in different ways? How can you write the number as hundreds, tens and ones?" Students view an image of Ben's blocks and draw blocks to illustrate that number. Students then reference their drawings and write the number 429 in expanded form as hundreds, tens, and ones. The learning is further extended when the teacher asks the students, "What if there were 7 tens in the number? How would the number be

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			different? What number would you write? Explain." As students respond to this question, they demonstrate conceptual understanding of place value and explain that, while the number of tens has changed, the number of hundreds and ones in this particular number remains unchanged. This learning is extended in Module 16 as students build their understanding of place value strategies in order to add by using concrete drawings and models. In Lesson 1, students start by drawing pictures to represent addition word problems, then use those pictures to determine the answer to the problem (LSSM NBT.B.7). For example, students solve the problem: "For a reading contest, Clara reads 321 pages in June and 156 pages in July. How many pages does Clara read?" Students draw a visual model to represent the pages read. After drawing the picture, students count and tell how many hundreds, tens, and ones are shown in their drawing, then tell how many pages Clara read altogether. Students build on this understanding in Lesson 2 by breaking apart addends to add hundreds, tens, and ones. For example, during the Step It Out portion of the lesson, students add 528 and 265. They are guided to break apart each addend, such as 538 = 500 + 20 + 8; 265 = 200 + 60 + 5 (LSSM 2.NBT.A.3). After breaking apart the addends, students add the sums of the hundreds, tens, and ones and find the total sum of the problem.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Students continue building on this understanding in Lesson 3 as they represent regrouping for addition. Students begin the lesson by representing problems using drawings, as they have done in previous lessons, then model the math using a place value chart. By Lesson 4, students add three-digit numbers that require regrouping. For example, in the On Your Own section, students respond to the open-ended prompt, "Write an addition word problem with 2 three-digit numbers. Choose addends that will require regrouping in the ones place, tens place or both."
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain the fluency and procedural skills required by the standards. Throughout Module 1, students build towards fluency of adding and subtracting within 20 using mental strategies (LSSM 2.OA.B.2). In Module 1, Lesson 1, students build fluency using doubles facts as a strategy for finding sums. For example, in the Spark Your Learning portion of the lesson, students solve the problem: "The points scored in a baseball game are called runs. The blue team scores 5 runs. The red team scores 1 more than the blue team. How can you show the number of runs each team scored? Write an addition fact that shows the number of runs scored by both teams. Use a doubles fact to help you find the sum." Students begin by using cubes to draw a picture that represents the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			number of runs for the blue team and the red team. Knowing that the red team scored one more run than the blue team, the teacher draws their attention to the fact that they must draw one more cube to represent the number of runs scored by the red team. Students then solve the problem using their knowledge of the doubles fact (5 + 5 = 10) and that 5 + 6 would be one more, so the number of runs scored by both teams will be 5 + 6 = 11. Students continue developing these skills throughout Module 1, using strategies such as making a ten and relating addition and subtraction as they build towards fluently adding and subtracting with 20 using mental strategies. In Module 19, Lesson 2, students measure lengths of objects to the nearest centimeter using a centimeter ruler. In the lesson, students find three small objects, then explain how to measure them with a ruler (LSSM 2.MD.A.1) Throughout the lesson, students continue to build fluency with this skill by measuring items using a centimeter ruler. For example, in the Step It Out portion of the lesson, students use a comb to solve the problem, “Carlos measures his comb to make sure it can fit in his bag. Use a centimeter ruler to measure the comb.” The teacher ensures that students are using the ruler effectively by prompting them to line “up the left end of the comb with the zero

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			mark on the centimeter ruler." Students then identify which number mark aligns with the end of the ruler to determine the length of the comb in centimeters. Students continue to practice measuring items throughout the module. In Module 20, Lesson 5, students apply these skills as they measure and find the difference in the centimeters for the lengths of two objects. In the lesson, students measure to find the lengths of a pencil and a crayon in centimeters. Then, they write an equation to model how they would determine the difference between the lengths of the pencil and the crayon and explain why it is important to measure the lengths of two objects in the same unit when comparing (LSSM 2.MD.A.4).
	Required **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications for Grade 2. The Grade 2 LSSM application standards include: 2.OA.A.1, 2.MD.B.5, 2.MD.C.8, and 2.MD.D.10. The materials provide students with opportunities to solve problems in relevant and meaningful ways by selecting efficient strategies to solve real-world problems. In Module 1, Lesson 1, students demonstrate understanding of how to use doubles facts to add. Students decide whether they need one more or one less than the doubles sum to help them solve the problem and explain their reasoning (LSSM 2.OA.A.1). In Module 3, Lesson 2, students use information from a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			picture graph to solve problems (LSSM 2.MD.D.10). For example, during the lesson, students use an incomplete graph of Yumi's Marbles to solve the following problem: "Yumi has 10 marbles. She has 2 red marbles and 5 blue marbles. The rest of the marbles are purple. How can you complete the picture graph to show Yumi's marbles? How many fewer red marbles than blue marbles does Yumi have?" In Module 15, Lesson 3: Solve Multi-step Addition and Subtraction Problems, students solve both routine and non-routine word problems that require the application of multiple operations. In Step it Out, students solve: "Sasha has 15 trading cards. She gives Tyler 4 of her cards. Then Tyler gives her 7 of his cards. How many cards does Sasha have now? A: Choose the operation you will use to solve the problem. THINK: How can I find the number of cards Sasha has now? B: Complete the bar model. Write an equation for the first step. Solve. Sasha has __ cards. C: Complete the bar model. Write an equation for the second step. Solve. Sasha has __ cards now." (LSSM 2.OA.A.1). In Module 8, Lesson 2, students use the value of different bill denominations to find the total value for a combination of bills and solve word problems involving bills (LSSM 2.MD.C.8). For example, students solve the problem, "Steve counts the money he saved. Count on to find how much money Steve saved."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Along with the problem, students use an image that has 3 ten-dollar bills, 1 five-dollar bill, and 2 one-dollar bills. In this problem, students apply their understanding to illustrate that numbers can be represented in different ways and still hold the same value in money.
	Required **3d)** ***Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. The materials reflect the balance of rigor in the standards. The balance of rigor is apparent in the design of the materials as each lesson has multiple sections to develop Grade 2 LSSM. For example, in Module 1, Lesson 2, two components of rigor are represented: application and procedural skill and fluency. Students recall sums for basic facts using strategies and properties. Students explain ways to recall sums within 20 by using addition properties and strategies. For example, during the lesson, students solve problem: “Mr. Weston picks 6 red tulips and 8 white tulips from his garden. How many tulips does he pick? How can you write related addition facts to solve the problem?” To solve the problem, students write two different addition problems to represent the problem. In the same lesson, students solve addition word problems and use concrete models to demonstrate their thinking. For example, during the Build Understanding portion of the lesson,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students solve the problem: “Francie draws 7 pictures on Monday. She draws 5 pictures on Tuesday. How many pictures does she draw? How can you use tools to show the problem?” Students draw a picture to represent the problem and then write one addition fact to solve the problem. Then, students answer, “How can you change the order of the addends to write a related addition fact?” This problem provides the opportunity for students to apply addition strategies to solve word problems by using drawings and equations (LSSM 2.OA.A.1, 2.OA.B.2). During Module 7, Lesson 3, all three components of rigor are present. In the lesson, students order combinations of coins by value and find the total value. Students explain how to order coins from greatest to least in value and explain why coin values are ordered from greatest to least before counting on to find the total value (LSSM 2.MD.C.8, 2.NBT.A.2, 2.NBT.A.1). During the lesson, students use an image of six coins (dime, nickel, nickel, dime, penny, and quarter) and solve the problem, “Vera uses these coins to buy a hair clip. What is the value of the coins?” Students draw Vera’s coins in order from greatest to least in value, then count on to find the total value of her coins. After, they have to explain to a peer why they counted on the way they did to find the total value of the coins. This allows students to apply the procedural

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			skill of skip-counting by 5s and 10s (LSSM 2.NBT.A.2) and fluently counting on (2.OA.B.2), while using their ability and understanding to solve word problems involving coins using drawings (2.NBT.B.7, 2.MD.C.8). In Module 16, Lesson 4, students add three-digit numbers. Students apply conceptual understanding to realize adding three-digit numbers is more than finding sums to single-digit math facts, but a way to display and group ones, tens, and hundreds. They also develop procedural skill and fluency for adding facts and regrouping and apply these skills and knowledge and to understand real-world situations, solve word problems, and construct their own word problems. For example, one problem states: "Mr. Bell counts 253 nickels and 367 dimes. How many nickels and dimes does he count? A: Are there 10 or more ones to make a new ten? Circle Yes or No. B: Are there 10 or more tens to make a new hundred? Circle Yes or No. C: Solve. Mr. Bell counts __ pairs of [nickels and dimes]. (LSSM 2.NBT.B.7).
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to Grade 2 content and is meaningfully present throughout the materials. Every lesson in the materials includes at least one of the Standards for Mathematical Practice (MP), and most lessons include two or more of these standards. Materials promote focus

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No			and coherence by connecting the practice standards with Grade 2 content. In mapping the mathematical practice standards, the number of mathematical practices increases as students progress through the content. Every module includes a teacher's edition which accompanies each unit and lists the practice standards addressed within each module. The materials list mathematical practices and processes at the beginning of every lesson in the teacher materials. For example, Module 5, Lesson 3 supports students in the development of MP.7 (Look for and make use of structure) and MP.8 (Look for and express regularity in repeated reasoning) as they represent writing three-digit numbers as hundreds, tens, and ones in expanded form and in standard form (LSSM 2.NBT.A.3, 2.NBT.A.1a, 2.NBT.A.1b). In the Build Understanding section, Task 1, students represent a three-digit number with base-ten blocks, quick pictures, place value, and expanded form. For example, students solve the problem, “Rosa and Sam are looking at a collection of two hundred nineteen baseball cards.” In Part A, students use structure to draw a picture to show the number of baseball cards in a collection. In Parts B-C, students write the number in expanded form. In Part D, students write the number in standard form (MP.7). In Task 2, students read and discuss the problem. As students write the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			number in different ways, they have to explain how the different forms still show the same number. The problem states, "There are five hundred twenty-eight pages in a math book. Write the number in different ways." Students write the number in three different ways. In Part A, students write how many hundreds, tens, and ones. In Part B, students write the number in expanded form. In Part C, students write the number in standard form. While students are writing this number in different ways, they explain how the different ways represent the same number, which encourages regularity in repeated reasoning (MP.8). Module 12, Lesson 4 supports students in the development of MP.2 (Reason abstractly and quantitatively) and MP.5 (Use appropriate tools strategically). In the lesson, students use concrete models to represent two-digit subtraction and connect the concrete model to the subtraction algorithm (LSSM 2.NBT.B.5). In the Build Understanding section, Task 2, students emphasize the need to line up the ones digits and the tens digits by drawing a chart. In Part A, students draw pictures to help find 41 - 28. In Parts B-C, students show how to solve the problem using a chart. In Part D, students write down the answer to the problem. (MP.5) In Task 3, Step It Out section, students explain how to use the chart to find the difference and explain why it is important

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			to rewrite the tens and ones. In Task 3, the problem states to subtract 36 from 64. In Part A, students subtract the ones and regroup if needed. In Part B, students subtract the tens and complete the chart to show their work. Lastly, in Part C, students write down the correct answer to the problem (MP.2).
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key Grade 2 mathematics detailed in the content standards. In every lesson, students "Turn and Talk" about what they did to solve problems, how they knew what strategy to use, and how they solved problems in comparison to how their partner solved problems. In Module 6, Lesson 2, students fill out a chart showing 100 less and 100 more of 430. Students turn and talk to another student and discuss what changed and what stayed the same in the chart (LSSM 2.NBT.B.8, 2.NBT.A.2, 2.NBT.B.7, 2.NBT.A.3). In Module 16, Lesson 3, Build Understanding, students solve a subtraction word problem. The problem reads: "Marco and Leah are in a Builders Club. Marco makes a robot that has 178 parts. Leah makes a robot that has 215 parts. How many parts do Marco and Leah use?" Students solve the problem using a chart. Then, students turn and talk to answer with a classmate, "How do they know when to regroup?" (LSSM 2.NBT.B.7,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			2.OA.A.1, 2.OA.B.2, 2.NBT.A.1, 2.NBT.A.3). The materials encourage teachers to cultivate conversations among students by prompting them to "ask questions of each other that focus on how to know when to regroup ones or tens. Then, have children refine their answers."
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. The Teacher Planning and Pacing Guide includes a language development section at the start of every module to assist teachers in planning. This section consists of Key Academic Vocabulary and connecting language to the module. For example, Module 1, Lesson 3 introduces the term difference. The Build Understanding section of this lesson implements this vocabulary through instruction, as students use the interactive glossary to record their understanding. Students explain what a difference is in their own words and identify the difference in the subtraction fact: 13 - 7 = 6 (LSSM 2.OA.B.2, 2.OA.A.1, 2.NBT.B.5). Module 6, Lesson 1 defines the term pattern. In Step It Out, students use the interactive glossary during conversations to record their understanding. Students talk about patterns they have seen before and then discuss counting patterns. In Task 2, students look for patterns by counting by fives, tens, and hundreds (LSSM 2.NBT.A.2). Module 18, Lesson 1 defines the terms estimate and inch. In

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the Build Understanding part of this lesson, students use the interactive glossary during their conversations to record their understanding of these terms. Before beginning Task 1, the students use their own words to explain how to estimate. After, students work with a partner to answer the question, "Josh sorts crayons of different lengths for an art project. How can Josh use a square tile to estimate the length of this crayon?" After answering the question, students share their work with each other and discuss how their answers compare and contrast (LSSM 2.MD.A.3).
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. In the Teacher Planning and Pacing Guide, a professional learning section explains the mathematical practices in that lesson. Throughout each lesson, the teacher notes describe the manner for addressing the practices and how to support students in developing the practices. The teacher edition breaks down the lessons into tasks that indicate which math practice to explore and develop during the task. Additional guidance is provided to help teachers support students' development of the practices and includes Sample Guided Discussion Questions and sample student explanations that focus on the use of the identified practice. For example, in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Module 2, Lesson 4, students write repeated addition equations to show the total number of objects in an array that has up to five rows with the same number of objects in each row. As students write an addition equation, they relate the elements of the equation with the structure of the arrays. The teacher guides students to recognize that the array has the same number of objects in each row. Teachers instruct students to count the number of objects in each row to better understand that the array is made up of equal groups. Then, teachers have students identify how many rows of equal groups make up the array. Through this practice, students develop MP.4 (Modeling with mathematics) and MP.7 (Look for and make use of structure). In Module 8, Lesson 2, students compute the value of dollar combinations. In Learn Together, students construct arguments by reading and discussing the problem. Teacher guidance states, "As students complete the problem, have them tell how they got their answers. Invite other students to tell whether they agree or disagree," supporting the development and use of MP.3 (Construct viable arguments and critique the reasoning of others). Sample Guided Discussion questions include: "What strategy can you use to count the one $20 bill and the two $10 bills?" and "Now that you have $40,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			what strategy can you use to count the $5 bill and the two $1 bills?"
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.		
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		
	5d) Support for **English Language Learners and other special populations** is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, "vocabulary to preview", etc.,) are included.		
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.		
	Required		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics. ☐ Yes ☐ No	**6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.		
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.		
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.		
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons.	**Required** **7a)** The content can be **reasonably completed** within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		
Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	**Required** **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.		
	Required **7c)** Materials include unit and lesson **study tools for teachers**, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	the unit and discussion on student ways of thinking and anticipating a variety of student responses.		
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. Before each module, the materials identify the prerequisite skills needed in order for students to access on-grade-level content. For example, prior to engaging with Module 4, which focuses on Understanding Place Value, students have the opportunity to complete the Module Opener task to determine their understanding of the prerequisite concept of tens and ones. Before each module, there is also an opportunity for students to take an Are You Ready diagnostic assessment that identifies the prerequisite skills and concepts needed in order for students to access on-grade level content. For example, the diagnostic assessment for Module 4 assesses whether students can represent teen numbers using ten frames, understand place value, and use place value to compose numbers from tens and ones and decompose numbers into tens and ones. The diagnostic also assesses whether students can make a concrete model of two-digit numbers by decomposing the number into tens and ones, skills which are required to access content in upcoming lessons. The beginning of each module also includes a Mathematical Progressions chart, which provides a basic outline of Prior Learning, Current Development, and Future

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Connections. While the Prior Learning section does not indicate the specific standards, it does provide the language of the standards that serve as prerequisite skills and concepts for the current learning. For example, in Module 4, Lesson 1, the Mathematical Progressions, Prior Learning section indicates that students "understood that the two digits of a two-digit number represented amounts of tens and ones" and "recognized that 10 ones could be thought of as a bundle called a 'ten'." The Current Development section indicates that students will build on that prior learning as they "reason that 100 is a bundle of ten tens" and "reason that decade numbers are whole number groups of hundreds." In the Future Connections section, students "will use place value understanding to round whole numbers to the nearest 10 or 100."
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**Yes**	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Each module begins with an interactive Are You Ready assessment that helps diagnose prerequisite mastery, identify intervention needs, and provide a framework to set up or modify leveled groups. Once students take the Digital Are You Ready assessment, reports identify their proficiency by standards and include an item analysis. The assessments are categorized based on skills and or

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			concepts. For each concept/skill, teacher guidance outlines the prerequisite skills being assessed and explains why these prerequisite skills are required to access on-grade level content. Additionally, an accompanying scoring guide provides data-driven intervention suggestions for students and is aligned with each section of the assessment. The materials also provide teachers with Math Routine warm-up options at the beginning of every lesson with the purpose of activating prior knowledge needed for the current lesson. To answer the questions and exercises, students use prior knowledge based on prerequisite skills. For example, in the Module 10, Lesson 3, Math Routine warm-up, the teacher shows a number line from 0-20. Students circle the numbers 18 and 6 on the number line. The teacher asks students to explain how they will move on the number line to get from 18 to 6 and from 6 to 18. Students write equations to show what they did (LSSM 2.NBT.B.5, 2.NBT.B.6, 2.NBT.A.2) and share their addition and subtraction equations. Based on students' responses to the math routine, the teacher can provide additional support by engaging students in an interactive reteach of Grade 3, Module 10, Lesson 2.
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade that is directly connected to specific lessons and units in the materials.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Each lesson overview provides mathematical progressions which guide teachers based on prior learning, current development, and future connections. The Prior Learning section includes recommendations from previous lessons or from a prior grade level for students who need prerequisite work. Additionally, the Are You Ready Diagnostic Assessment suggests lessons from earlier in the materials or from previous grade levels based on student results for each portion of the diagnostic assessment. In the Module 6, Are You Ready interactive diagnostic assessment, students count by tens to 100, compare numbers to 50, and compare two-digit numbers using symbols. The module provides teachers with prerequisite skills and Data-Driven Intervention options that direct the teacher to previous lessons that were completed in Grade 1 (Module 9, Lesson 3 and Module 11, Lessons 1-3) and tiered activities (Tier 3, Skill 16; Tier 3, Skill 13; and Tier 2, Skill 15) based on student readiness as identified by their performance on the diagnostic assessment. (LSSM 2.NBT.A.2, 2.NBT.B.8, 2.NBT.B.7, 2.NBT.A.3, 2.NBT.A.4). In the Module 17, Are You Ready diagnostic assessment, students use a visual model to help them find the difference, write how many hundreds, tens, and ones are shown in a visual model of a three-digit number, and use visual models to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			represent subtraction with regrouping. The module provides teachers with prerequisite skills and Data-Driven Intervention options that direct the teacher to previous lessons that were completed in Grade 1 (Module 12, Lesson 2 and Module 14, Lesson 3) and Grade 2 (Module 4, Lessons 3-4) as well as tiered activities (Tier 3, Skill 15; Tier 2, Skill 13; and Tier 2, Skill 18) based on student readiness as identified by their performance on the diagnostic assessment (LSSM 2.MD.A.3, 2.MD.A.1, 2.MD.D.9, 2.OA.A.1). The materials also provide a document, "HMH Priority Standards Pathway," to prepare students for the lesson. The document includes priority standards, identifies the module and lesson in which they are addressed, and suggests prior learning lessons to use in order to prepare students for on-grade-level work. For example, the HMH Priority Standards Pathway document identifies that Module 12, Lessons 12.1-12.6 address LSSM 2.NBT.B.5 and that prior, prerequisite learning is found in Grade 1, Module 2, Lesson 6; Grade 1, Module 12, Lessons 5; and Grade 1, Module 13, Lesson 3.
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		See EdReports for more information.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION ***Tier 1 ratings*** receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality. ***Tier 2 ratings*** receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality. ***Tier 3 ratings*** receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	**Criteria**	**Yes/No**	**Final Justification/Comments**
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a large majority of time to the major work of the grade. Materials spend minimal time on content outside of the appropriate grade-level.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts. Materials are designed so that students attain the fluencies and procedural skills required by the standards. Materials are designed so that students spend sufficient time working with engaging applications. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials address the practice standards in such a way to enrich the content

[5] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			standards of the grade. Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. Materials explicitly attend to the specialized language of mathematics. Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.
II: Additional Alignment Criteria and Indicators of Superior Quality[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports
	6. Quality of Assessments		See EdReports
	7. Additional Indicators of Quality		Materials identify prerequisite skills and concepts for the major work of the grade. Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in grade-level work. Materials provide targeted, aligned, prerequisite work for the major work of the grade directly connected to specific lessons and units in the materials.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

[6] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier I rating.

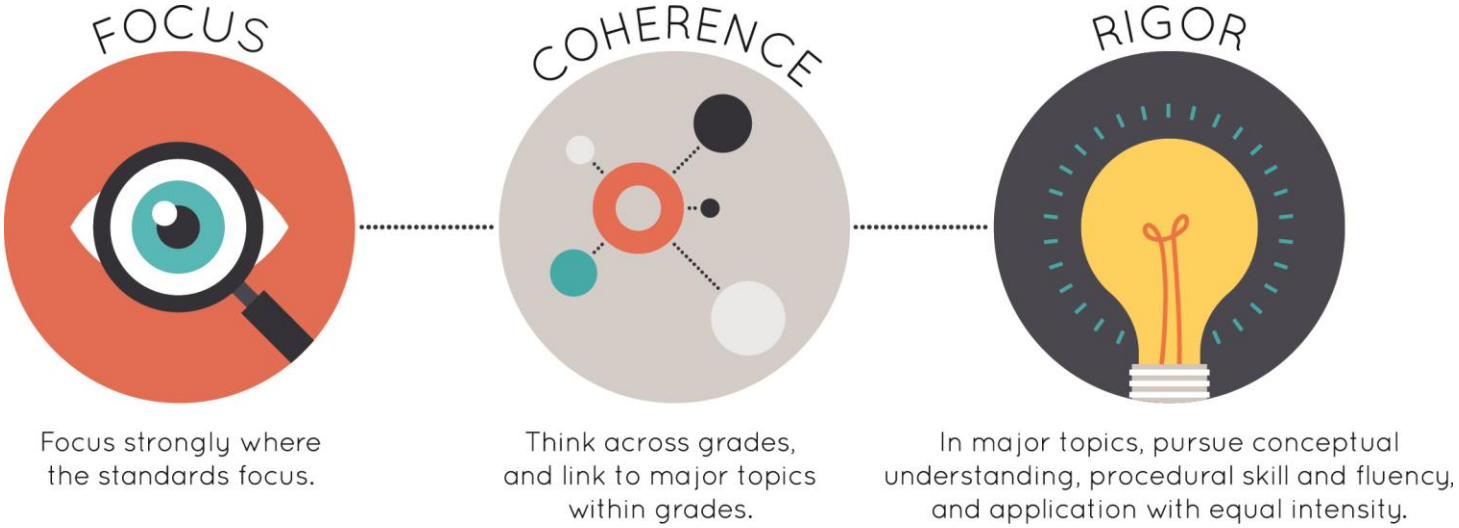
DEPARTMENT of EDUCATION
Louisiana Believes

Instructional Materials Evaluation Tool for Alignment in Mathematics Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **HMH Into Math**

Grade/Course: **3**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

Overall Rating: **Tier 1, Exemplifies quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Focus on Major Work (Non-negotiable)	
2. Consistent, Coherent Content (Non-negotiable)	
3. Rigor and Balance (Non-negotiable)	
4. Focus and Coherence via Practice Standards (Non-negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Alignment Criteria for Standards for Mathematical Practice	
7. Indicators of Quality	

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/hmh-into-math-2020.

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**[2] Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, materials receive a "Yes" for that **Non-negotiable** Criterion.
- If there is a "No" for any of the **required** Indicators of Superior Quality, materials receive a "No" for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 and 2 for the review to continue to **Non-negotiable** Criteria 3 and 4. Materials must meet all of the **Non-negotiable** Criteria 1-4 in order for the review to continue to Section II.
- If materials receive a "No" for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, then the materials receive a "Yes" for the additional criteria.
- If there is a "No" for any **required** Indicator of Superior Quality, then the materials receive a "No" for the additional criteria.

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

[2] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 101 instructional lessons, 81% are spent on major work of the grade. Specifically, 60% are spent on major standards alone, 21% are spent on a combination of major standards and supporting/additional standards, and 19% are spent on supporting or additional standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced. Lessons and assessment items that address content beyond the scope of Grade 3 are labeled as below or above grade level. For example, Unit 1, Module 2, Lesson 5, addresses content outside of the scope of Grade 3 Louisiana Student Standards for Math (LSSM). The lesson focuses on CCSS 3.MD.C.7d, which reflects the language of a standard not addressed until Grade 4 (LSSM 4.MD.D.8). During the lesson, students find the area of figures by decomposing them into non-overlapping rectangles and adding the

[3] For more on the major work of the grade, see Focus by Grade Level.
[4] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			areas of the parts. However, Louisiana implementation guidance notes this lesson, along with assessment item 10 on the Module test, as optional. All other lessons and assessment items not labeled as optional focus on developing Grade 3 LSSM. For example, Module 10, Addition and Subtraction Within 1,000, includes six lessons over the course of eight days that address LSSM 3.NBT.A.1 and 3.OA.D.8. Module 17, Liquid Volume and Mass, includes three lessons over the course of four days and addresses LSSM 3.MD.A2. These lessons and assessments do not address content outside of the Grade 3 LSSM. Each Module includes multiple forms of a Module Test, including Interactive Module Assessments and Printable Assessments. Additionally, Performance Tasks are embedded throughout units. These assessments only assess content taught within the Module. For example, Module 1 focuses on understanding multiplication. Module 1, Form A Module Assessment includes the question, “Hector reads 2 books each week for 3 weeks. He uses this bar model to show how many books he reads. How many books does Hector read?” (LSSM 3.OA.A.3). In the Unit 2 Performance Task, students answer the question, “The buttons came in packages of 10. Rashid has 3 packages of buttons. Megan has 2 packages of buttons. Do they have

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			enough to make 8 costumes?" (LSSM 3.OA.D.8).
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☒ Yes ☐ No	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Module 13, Lessons 1 and 2, connect supporting LSSM 3.G.A.2 to major LSSM 3.NF.A.1, 3.NF.A.2a-b, 3.NF.A.3a-c. For example, in Module 13, Lesson 2, in the On Your Own exercise, students partition shapes into equal areas (LSSM 3.G.A.2) and represent those parts as fractional values (LSSM 3.NF.A.1). Question 8 includes a square divided into two parts and prompts students to, "Write a fraction to name the part of the whole or the part of the group that is blue." Module 13, Lesson 7, connects supporting LSSM 3.MD.B.4 to major LSSM 3.NF.A.2. The objective of the lesson is to "measure lengths using a ruler that is marked off in fractional units to the nearest half or fourth of an inch." The students use their knowledge of fractions on a number line to measure the nearest fraction of an inch. In Module 18, Lesson 1, students develop proficiency with using picture graphs and answer word problems that involve the four operations, connecting supporting LSSM 3.MD.B.3 to major LSSM 3.OA.A.2. In Build Your Understanding, Question 2, students analyze a graph about plants sold and then answer a word problem by comparing the numbers of different

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			plants sold. In Module 18, Lesson 7, students "Represent data in picture graphs, bar graphs, and line plots and use the information to solve one- and two-step comparison problems." Students use their ability to solve word problems and apply that knowledge while analyzing data, connecting supporting LSSM 3.MD.B.3 to major LSSM 3.OA.D.8. However, supporting LSSM 3.MD.E.9 is not addressed in the materials.
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that serve to connect two or more clusters in a domain in cases where these connections are natural and important. For example, Module 5, Lesson 2, students break apart factors using the associative property (LSSM 3.OA.B.5) and then find products in which one factor is a multiple of ten (LSSM 3.NBT.A.3), connecting the Numbers and Base Ten (NBT) and Operations and Algebraic Thinking (OA) domains. Throughout the lesson, students consider various ways of breaking apart numbers presented in real-world context in order to solve multiplication problems. During Check Your Understanding, students answer the question, "Sue practices the guitar 4 hours each week for 30 weeks. How many hours does Sue practice? Use Associative Property and Distributive Property to solve." Module 4, Lessons 3, connects clusters B (Understand properties of multiplication and the relationship

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			between multiplication and division) and C (Multiply and divide within 100) of the Operations and Algebraic Thinking (OA) domain. Students begin the lesson by using an array to solve a word problem. Students then consider how they can change the grouping of the factors using parentheses and by representing the change with another array. Students relate this understanding to the associative and commutative properties of multiplication as they solve the problem (5x4)x2. Students regroup the factors to 5x(4x2), change the order of the factors to (5x2)x4, and discuss how regrouping or reordering the numbers helps them solve the problem (LSSM 3.OA.B.5, 3.OA.C.7). Module 9, Lessons 2 and 3, address LSSM 3.NBT.A.2, which is addressed again and connected to LSSM 3.OA.D.8 in Lesson 4 as students solve two-step word problems using the four operations. For example, students solve the problem, "A store has 212 shirts for sale. The store sells 77 shirts. Luke says that there are about 130 shirts left to sell. Micah says that there are about 300 shirts left to sell. Whose statement is reasonable?" Lesson 4's activities connect the Number and Base Ten Operations (NBT) and Operations and Algebraic Thinking (OA) domains.
Non-negotiable **3. RIGOR AND BALANCE:**	**Required** **3a) *Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical**	**Yes**	Materials develop conceptual understanding of key mathematical

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.		concepts, especially where called for explicitly in the standards. For example, Module 4, Lessons 1-3, focus on each of the properties of multiplication. In Lesson 1, students write equations and identify patterns to develop an understanding of the zero and identity properties. For example, during Build Your Understanding, students write an equation to represent a word problem about four oranges placed in a basket. Students are then instructed to model the number of oranges with an equation as one more orange is put into the basket at a time and identify the pattern when they multiply with 1 as a factor. In Lesson 2, students break apart arrays and build upon prior knowledge to develop an understanding of the distributive property. Students then write equations to represent the problem. In Lesson 3, students use arrays and equations to build an understanding of the associative and commutative property. As students draw arrays, they consider the number of objects and the number of groups in order to solve problems. Students change the grouping and/or ordering of factors to recognize that the product remains the same. All of the properties culminate in Module 4, Lesson 7. In Module 4, Lesson 7, Building Understanding, students use zero properties, identity properties, and commutative properties to complete the multiplication table (LSSM 3.OA.B.5). For

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			example, students are provided with examples of the properties used to find products and use the properties to find other products, such as "Nan uses the Commutative Property to find the products of 8x2 and 2x8. Use the Commutative Property to find other products." Conceptual understanding is also developed across Lessons 1-4 in Module 19. In Lesson 1, students describe open and closed shapes in terms of their attributes, such as sides and angles. In Lesson 2, students describe angles of polygons and define and identify right angles. In Lesson 3, students describe and compare the sides of polygons. These activities all culminate in Lesson 4, as students identify the attributes of quadrilaterals and use the attributes to name quadrilaterals. During the lesson, students compare shapes and determine the attributes of each type of quadrilateral. Students also determine a shape based on a given set of attributes (LSSM 3.G.A.1). For example, students solve the problem, "Max sees a polygon in his classroom. The polygon has 4 sides. All the angels are right angles. Circle all the shapes the polygon could be. What additional attribute would make the polygon a square?"
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content	**Yes**	Materials are designed so that students attain the fluencies and procedural skills required by the standards. Opportunities to build procedural skill and fluency are

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.		built into the materials on a daily basis. The Sharpen Skills component of each lesson provides practice with previously taught critical skills that serve as building blocks to procedural skills and fluencies. Each day's More Practice/Homework page contains sections entitled "Test Prep" and "Spiral Review," which provide problems for students to practice and maintain fluency for previously taught skills. For example, the Module 4, Lesson 6, More Practice/Homework page includes several opportunities for students to practice math fact problems within 100 (LSSM 3.OA.C.7) both with units of nine, as used in the lesson, and with units of eight, as previously taught. This focus on practicing multiplication and division facts remains consistent throughout the materials. In Module 18, Lesson 1, students begin the lesson with a Sharpen Your Skills activity that includes a practice worksheet for division with quotients of 0 and 1 (LSSM 3.OA.C.7). Addition and subtraction within 1,000 is also a focus of fluency work which is evidenced in Module 10, Lesson 4 as students complete a Fluency Maintenance Worksheet on two-digit subtraction (LSSM 3.NBT.A.2) during the Sharpen Your Skills lesson component. Similarly, in Module 7, Lesson 7, On Your Own, students complete related facts by filling in the missing factors and solving for the products (3.OA.C.7). In Module 10,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Lesson 4, students use place value to add and subtract (LSSM 3.NBT.A.2). The Sharpen Skills section provides a fluency activity for students, as well as a Fluency Maintenance worksheet with subtraction problems. In Module 10, Lesson 5, students choose a strategy to add or subtract and explain their thinking for several activities and problems throughout the lesson (LSSM 3.NBT.A.2). Students practice this skill in the On Your Own section, as well as in the Additional Practice sections. Students solve addition and subtraction problems such as items 2-4 in Additional Practice in which students estimate an answer, find the sum or difference, and then circle the problems that require regrouping. In Module 7, students relate multiplication and division (LSSM 3.OA.C.7). Throughout the lessons, students focus on multiplying and dividing with specified numbers within 10, building fluency across the module. Specifically, in Lesson 4, students multiply and divide with 5 and 10. The Sharpen Skills section provides a fluency activity for students to practice multiplying with 2 and 5, they progress to multiplying and dividing with 5 and 10 and continue practice this skill in the On Your Own and Additional Practice sections.
	Required **3c) *Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. Module 6, Lesson

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.		4, addresses LSSM 3.OA.A.3 and reflects the application component of rigor expected of the standard. During the lesson, students use multiplication and division to solve word problems as evidenced in a problem from the More Practice/Homework section that states, "Carmen buys 27 pounds of hay for her rabbits. Each bag weighs 9 pounds. How many bags of hay does Carmen buy?" Module 12, Lesson 5, focuses on solving time interval problems (LSSM 3.MD.A.1.c) and also addresses the application component of rigor expected of the standard. During the lesson, students solve word problems involving addition and subtraction of time intervals. For example, during the Check Your Understanding sections, students solve the problem, "A concert starts at 7:00 PM. The chorus performs for 30 minutes. There is a 15-minute break and then the band performs for 30 minutes. Use the number line to find the time the concert ends." Students provide a solution and demonstrate understanding using a number line. Additionally, in the On Your Own section, students solve the problem, "Al wants pizza for lunch. It takes 15 minutes to make it, 18 minutes to cook, and 3 minutes to cool it. What time should Al make the pizza if he wants to eat at 11:55 a.m.? Explain." Students solve the problem and then explain their thinking. Module 18 focuses on

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			representing and interpreting data. Throughout the lessons, students solve word problems using data (LSSM 3.MD.B.3). In lessons 1-6, students learn about the different types of graphs and solve one- and two-step problems using information represented in the graph. In Lesson 7, students apply the knowledge built across the first 6 lessons as they solve one- and two-step problems using picture graphs, bar graphs, and line plots. For example, in the On Your Own section, students create a picture graph based off of information from a tally chart and then answer questions based on the graph, such as "Which day has half of the number of Monday's visitors?"
	Required **3d) *Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. Each lesson includes a variety of components that allow for different types of practice and focus within the course of learning. Each module begins with a lesson progression that explains how the lessons build understanding and how concepts and skills are connected. The lesson objective for each lesson reflects the language and the rigor expectations of the standards. For example, Module 4, Lessons 1-3, focus on building an understanding of multiplication using the properties of multiplication, addressing the conceptual component of rigor for LSSM 3.OA.B.5.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			For example, in Lesson 2, students solve a multiplication problem using the distributive property by breaking apart the larger arrays into smaller arrays and adding the products of smaller arrays to find the total. Then, in Lessons 4-6, students apply this understanding and develop strategies to multiply within 7, 8, and 9 (LSSM 3.OA.C.7). For example, Lesson 4 begins by reminding students of the distributive property and how to use the multiplication facts they know to solve problems. Then students apply this understanding as they multiply numbers by 7 in procedural problems. Lessons 5 and 6 follow this same structure, as they remind students which strategies to use before students solve procedural multiplication problems with 8 and 9. Similarly, in Module 10, Lessons 1-4, students develop multiple strategies to add and subtract within 1,000 (LSSM 3.NBT.A.2). Students then use these strategies as they solve procedural-type problems in Lesson 5. Module 17, Lesson 6, addresses multiple components of rigor as called for by the standard LSSM 3.MD.A.2. In the Check Understanding section, problem 5 requires students to interpret a problem and draw a conceptual model to match the problem. The problem states, “Each ball of yarn has the mass shown. Esther buys several balls of yarn that have a mass of 56 grams. How many balls of yarn does she buy?” In

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			order to solve, students must interpret measurement units, complete a bar model, develop an equation, and solve the equation using procedural fact knowledge. Module 2, Lessons 3-5, address LSSM 3.MD.C.7 involving the area of rectangles at all three levels of rigor. Lesson 3 focuses on building a conceptual understanding of area by tiling. Lesson 4 focuses on application of area by requiring students to multiply side lengths. Lesson 5 provides more practice with finding area to build procedural skill and fluency.
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade-level content and is meaningfully present throughout the materials. The math practices are identified at the unit, module, and lesson levels for both students and teachers. Each lesson overview outlines the Mathematical Practices (MP) that will be used in the lesson. For example, Module 1, Lesson 6, uses the following mathematical practices throughout the lesson: MP.2, MP.3, MP.4, and MP.5. Another example can be found in Module 13, Lesson 3. The mathematical practices found in the lesson are MP.3, MP.7, and MP.8. The materials regularly label problems with different math practices in both the teacher and student materials. For example, a problem in the student edition might be tagged with,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"Use structure." This would indicate that this problem develops students' capacity with MP.7 (Look for and make use of structure). These indicators are included throughout all lessons on problem pages and sheets. For example, in Module 4, Lesson 2, On Your Own, problem 2 is labeled as "Use Structure" and asks students to count the total number of objects within an array of a given dimension. This meaningfully connects the structure of properties of operations (LSSM 3.OA.B.5) to the MP.7. The full meaning of the practice standards are attended to throughout the materials. For example, MP.2 (Reason abstractly and quantitatively) is addressed in Module 4, Lesson 1, as students reason to answer the question, "Does multiplying a number with 0 have the same effect as adding 0 to a number?" (LSSM 3.OA. B.5). MP.1 (Make sense of problems and persevere in solving them) is addressed within the context of problem solving in Module 2, Lesson 2. In the Spark Your Learning section, the teacher edition provides probing questions that encourage and guide students as they persevere through the more challenging question about tiling an area space, thus cultivating students' abilities to make sense of the problem and persevere in solving it.
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the**	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	arguments of others concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.		others concerning key grade-level mathematics that is detailed in the content standards. The materials consistently engage students in the practice of constructing arguments and critiquing others' arguments. This practice commonly takes place during incorporated Turn and Talk sessions within the lessons. For example, in Module 19, Lesson 1, students describe and identify shapes from a composite picture (LSSM 3.G.A.1). The Turn and Talk exercise requires students to, "Compare the shapes you found with a classmate. How are your descriptions alike? How are they different?" This activity allows students to develop their own reasoning, hear the reasoning of a classmate, and compare their descriptions. Students also frequently construct arguments and critique reasoning during problem sets. For example, in Module 18, Lesson 3, in the More Practice/Homework, problem 5, students critique the reasoning of a fictional student. The problem states, "Norma says that if the graph is changed to a vertical bar graph, the numbers for the data would be greater. Is Norma correct? Explain." (LSSM 3.MD.B.3). Critiquing the reasoning of others is also evidenced in Module 11, Lesson 3, On Your Own, problem 6. The problem states, "Karley says that the unknown side lengths of this hexagon are 3 meters. Is Karley correct? Use equations to help you

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			explain." (LSSM 3.MD.D.8). In Module 20, Lesson 2, the focus is to categorize quadrilaterals with respect to the number of parallel sides, sides of equal length, and right angles they have. Students construct an argument in the On Your Own section when they are asked to explain why a rectangle is always a parallelogram, but a parallelogram is not always a rectangle (LSSM 3.G.A.1).
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. Key academic vocabulary is identified at the beginning of each module for teachers, including both review and new vocabulary which will be introduced or reviewed and be used consistently during instruction and student explanations. The Sharpen Skills section of each lesson is often utilized to review previously learned vocabulary. As vocabulary is developed, students are expected to use mathematical language when explaining answers and providing reasoning. Possible explanations are provided throughout the materials to guide teachers in supporting students in attending to the specialized language of mathematics. A Language Development section is included at the start of every module to assist teachers in planning instruction. Guidance for teachers states, "By giving all students regular exposure to language routines in context, you will provide opportunities for students to listen for and speak, read,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and write about mathematical situations. You will also give students the opportunity to develop understanding of both mathematical language and concepts." Language Routines are then provided to help students develop understanding. For example, Module 14, Relate Shapes, Fractions, and Area, identifies the following review vocabulary: area, square unit, unit square. In Module 16, Lesson 1, Sharpen Skills, students solve a riddle for the term numerator which states, "In a fraction, I always end up on top. I always tell you how many equal parts are counted. Who am I?" Then, students begin the lesson by building an understanding of equivalent fractions but are not introduced to the term until after conceptual understanding is developed. In subsequent lessons, students are held accountable for using the term "equivalent fraction," as used throughout Lesson 3 problems and activities. Module 3, Lesson 2, includes "product" as a review vocabulary word. It also includes "multiple" as a new vocabulary word. In Learn Together, Connect to Vocabulary, the guide prompts the teacher to have students discuss the definition and provide multiple examples. Module 7, Lesson 1, includes "inverse operations" as a new vocabulary term. In Learn Together, Connect to Vocabulary, the guide prompts the teacher to discuss the new

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			term with students and lead a discussion about multiplication and division as inverse operations.
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Each lesson overview in the teacher's edition provides a list of the Mathematical Practice Standards (MP) that are addressed in each lesson. Throughout each lesson, the manner in which the practices are addressed and how to support students in developing the practices is provided in the teacher notes. In the teacher edition, the lessons are broken into tasks which indicate the math practice that will be utilized during the task. Additional support is provided to help teachers support students' development of the practices and include Sample Guided Questions and possible student explanations that focus on the use of the identified practice. Professional Learning notes are provided for teachers at the start of the lessons, some of which include guidance for using mathematical practices. For example, in Module 14, Lesson 2, guidance on how MP.8 (Look for and express regularity in repeated reasoning) is used in the lesson is provided which states, "As students practice decomposing shapes into parts with equal areas, they may discover the strategy of repeated halves. Rather than

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			immediately trying to divide a shape into 8 parts of equal area, for example, encourage students to start by dividing the shape into halves. Then, dividing each half into halves produces fourths. Finally dividing each fourth into halves produces eighths." Further guidance is provided for MP.8 in Lesson 2, as students consider how to divide a rectangle displayed on a grid into 6 parts with equal areas. Teacher guidance, which is labeled with MP Use Repeated Reasoning, states, "Discuss how counting unit squares can help students find the area of a shape." In Module 1, Lesson 6, Build Understanding, problem 2, the teacher is prompted to "Have students share ideas about how they might write a multiplication equation to represent a bar model," emphasizing use of MP.4 (Model with mathematics). Guided questions include: "How do you know what the unknown number is in this problem? What does the problem tell you about how to draw the bar model? What equation can you write to solve this problem?" In Module 5, Lesson 2, Build Understanding, students answer the question, "Lanie makes $40 for each book case she builds. How much does Lanie make for 2 bookcases?" The guide prompts the teacher to have students "Discuss different ways the factors can be grouped to multiply," emphasizing use of MP.7 (Look for and make use of structure). Guided questions include:

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"How do you know that 10 is a factor of a number? Will changing the grouping of the factors change the product? How do you know?"
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.		
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		
	5d) Support for **English Language Learners and other special populations** is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, "vocabulary to preview", etc.,) are included.		
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
to which students can independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics. ☐ Yes ☐ No	**Required** **6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.		
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.		
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.		
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons. Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	**Required** **7a)** The content can be **reasonably completed** within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		
	Required **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.		
	Required **7c)** Materials include unit and lesson **study tools for teachers**, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	each lesson as it relates to the organizing concepts of the unit and discussion on student ways of thinking and anticipating a variety of student responses.		
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. The beginning of each module includes a Mathematical Progressions chart, which provides a basic outline of Prior Learning, Current Development, and Future Connections. While the Prior Learning section does not indicate the specific standards, it does provide the language of the standards that serve as prerequisite skills and concepts for the current learning. For example, Module 1, Understand Multiplication, focuses on LSSM 3.OA.A.1, 3.OA.A.3, and 3.OA.B.5. In the Mathematical Progressions Chart, Prior Learning includes "used addition and subtractions within 100 to solve word problems" (LSSM 2.OA.A.1), "determined whether a group of objects has an odd or even number of members" (LSSM 2.OA.C.3), and "used addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns" (LSSM 2.OA.C.4). Additionally, each lesson within the modules also includes a Mathematical Progressions chart that identifies Prior Learning, Current Development, and Future Connections. For example, Module 5, Lesson 3, Use Place-Value Strategies to Multiply with Multiples of 10, focuses on LSSM 3.NBT.A.3 and 3.OA.A.1. In the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Mathematical Progression chart, Prior Learning includes "understood that the three digits of a three-digit number represent amounts of hundreds, tens, and ones" (LSSM 2.NBT.A.1).
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**Yes**	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Each module begins with an interactive Are You Ready assessment that helps diagnose prerequisite mastery, identify intervention needs, and provide a framework to set up or modify leveled groups. Once the students take Digital Are You Ready assessment, reports are provided that include proficiency by standards and include an item analysis. The assessments are categorized based on skills and/or concepts. For each concept/skill, teacher guidance outlines the prerequisite skills being assessed and explains why these prerequisite skills are required to access on-grade level content. Additionally, an accompanying scoring guide provides data-driven intervention suggestions for students and is aligned with each section of the assessment. For example, the Module 15 Overview provides an Are You Ready Diagnostic Assessment that measures students' ability to compare numbers, locate numbers on a number line, and understand fractions of a whole. For the Compare Numbers portion of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			assessment, guidance states, "These items assess whether students understand how to compare 2-digit numbers and use an appropriate comparison symbol. This understanding will help students as they compare fractions in this module." The Data-Driven Intervention chart recommends reteaching with Grade 1, Module 11, Lessons 1 and 4.
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade directly connected to specific lessons and units in the materials. Each lesson overview provides mathematical progressions. In these progressions, teachers are guided with prior learning, current development, and future connections. Within the Prior Learning section, previous lessons from earlier in the materials or from a prior grade level are recommended for students who need prerequisite work. For example, in Module 4, Lesson 5, the prior learning is listed as: "counted within 1,000" and suggests Grade 2, Module 6, Lesson 1, as prerequisite work; "counted by 5s, 10s, and 100s" and suggests Grade 2, Module Lessons 1 and 3, as prerequisite work; "wrote an equation to express an even number as a sum of two equal addends" and suggests Grade 2, Module 2, Lessons 1-2, as prerequisite work; and "applied properties of operations as strategies to add and subtract" and suggests Grade 1,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Module 1, Lessons 2–6, and Module 2, Lessons 2-5, as prerequisite work. Additionally, the Are You Ready Diagnostic Assessment suggests lessons from earlier in the materials or from previous grade levels based on student results for each portion of the diagnostic assessment. For example, the Module 13, Are You Ready Diagnostic Assessment provides guidance based on student assessment results. If students struggle with halves and fourths, the materials suggest to intervene with Grade 1, Module 17, Lessons 3-4, or the Tier 3 Skill 12 interactive. The materials also provide a document, HMH Priority Standards Pathway, to prepare students for the lesson. The document includes priority standards, identifies the module and lesson in which they are addressed, and suggests prior learning lessons to use in order to prepare students for on-grade level work. For example, the HMH Priority Standards Pathway document identifies that Module 1, Lesson 1, connects to prior learning from Grade 2, Module 2, Lessons 3-4. At times, this document links back to prior learning in Grade 3. In addition, there is a component called Activate Prior Knowledge within each lesson to be used as a Warm Up activity. This component includes a Problem of the Day activity to assess and activate prior knowledge required for the lesson. With this component, the Making Connections

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			section includes guidance that is based on students' responses to the Problem of the Day. For example, In Module 12, Lesson 1, the Make Connections section states, "Based on the Student's responses to the Problem of the Day, choose one of the following: 1. Project the Interactive Reteach, Grade 2, Module 9, Lesson 2. [or] 2. Complete the Prerequisite Skill Activity."
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		See EdReports for more information.

FINAL EVALUATION

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

Compile the results for Sections I and II to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a larger majority of time to the major work of the grade. Materials spend minimal time on content outside of the appropriate grade-level.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where

[5] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts. Materials are designed so that students attain the fluencies and procedural skills required by the standards. Materials are designed so that students spend sufficient time working with engaging applications. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials address the practice standards in such a way to enrich the content standards of the grade. Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. Materials explicitly attend to the specialized language of mathematics. Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.
II: Additional Alignment Criteria and Indicators of Superior Quality[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports for more information.
	6. Quality of Assessments		See EdReports for more information.

[6] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier I rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7. Additional Indicators of Quality		Materials identify prerequisite skills and concepts for the major work of the grade. Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in grade-level work. Materials provide targeted, aligned, prerequisite work for the major work of the grade directly connected to specific lessons and units in the materials. See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

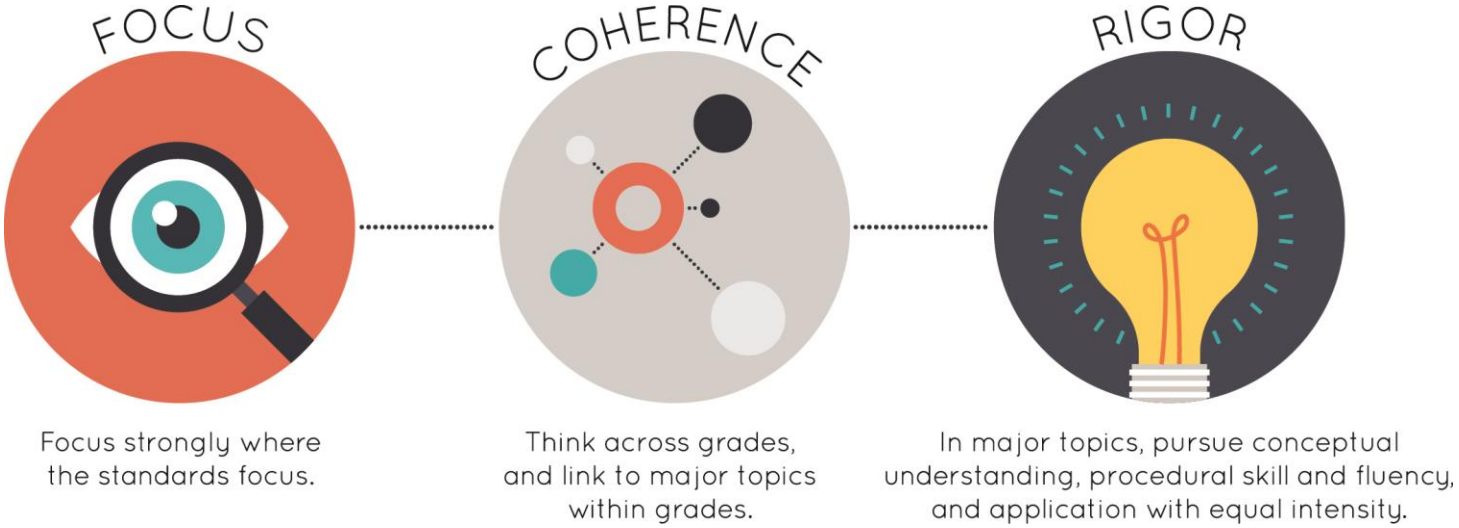
DEPARTMENT of EDUCATION
Louisiana Believes

Instructional Materials Evaluation Tool for Alignment in Mathematics Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **HMH Into Math**

Grade/Course: **4**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

Overall Rating: **Tier 1, Exemplifies quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Focus on Major Work (Non-negotiable)	
2. Consistent, Coherent Content (Non-negotiable)	
3. Rigor and Balance (Non-negotiable)	
4. Focus and Coherence via Practice Standards (Non-negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Alignment Criteria for Standards for Mathematical Practice	
7. Indicators of Quality	

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/hmh-into-math-2020.

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**[2] Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, materials receive a "Yes" for that **Non-negotiable** Criterion.
- If there is a "No" for any of the **required** Indicators of Superior Quality, materials receive a "No" for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 and 2 for the review to continue to **Non-negotiable** Criteria 3 and 4. Materials must meet all of the **Non-negotiable** Criteria 1-4 in order for the review to continue to Section II.
- If materials receive a "No" for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, then the materials receive a "Yes" for the additional criteria.
- If there is a "No" for any **required** Indicator of Superior Quality, then the materials receive a "No" for the additional criteria.

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

[2] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 110 instructional lessons, 86% are spent on major work of the grade. Specifically, 65% are spent on major standards alone, 21% are spent on a combination of major standards and supporting/additional standards, and 14% are spent on supporting or additional standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the 4th grade math. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade and course in which they are introduced. All lessons and assessments focus on Grade 4 Louisiana Student Standards for Math (LSSM). Each Module includes multiple forms of a Module Test, including Interactive Module Assessments and Printable Assessments. Additionally, Performance Tasks are embedded throughout units. These assessments relate only to content taught within the Module. For example, in Module 11 students compare fractions and build an understanding of equivalent fractions (LSSM 4.NF.A.1, 4.NF.A.2). While

[3] For more on the major work of the grade, see Focus by Grade Level.
[4] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			lesson supports, such as the Activate Prior Knowledge and Sharpen Skills components, connect back to Grade 3, the work of the lesson is anchored in the Grade 4 concept of equivalence and comparison of fractions. In the Module 11 assessment, the questions relate to the concepts of equivalence and comparison of fractions using visual models, benchmarks, and visual models, maintaining the rigor of the assessment in the realm of Grade 4 skills articulated in LSSM 4.NF.A.1 and 4.NF.A.2 and only holds students accountable for grade level work. In Module 5, students build an understanding of multiplying by one-digit numbers using place value concepts, visual models, and equations (LSSM 4.NBT.B.5). The Module 5, Form A Module Assessment assesses this standard with questions such as, "A display at a store contains 5 rows of 24 fruit drink bottles and 8 rows of 12 water bottles. How many fruit drinks and water bottles does the display contain?" On the Unit 2 Performance Task, students answer the following question, "To go to the beach, Adiyah drives 4 times as many miles as Jacob. Adiyah drives 20 miles. How many miles does Jacob drive? Write an equation and a comparison sentence to solve. Use *m* to represent the unknown value. Show your work." (LSSM 4.OA.A.2).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☒ Yes ☐ No	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. In Grade 4, there are four supporting clusters LSSM 4.OA.B, 4.MD.A, 4.MD.B, and 4.MD.D. In Module 10, students utilize arrays and division to identify factor pairs for a whole number. This connects supporting standard LSSM 4.OA.B.4a to major standards LSSM 4.NBT.B.5 and 4.NBT.B.6. Module 19, Lessons 2, 3, and 4 connect supporting LSSM 4.MD.A.1 and major LSSM 4.OA.A.1 and 4.OA.A.2 as students use multiplicative comparisons to compare units of length, weight, and volume. For example, in Lesson 2, the teacher states, "How many erasers are needed to make 1 foot? How do you know?" The possible student response is "6; Possible answer: Each eraser is 2 inches long. The book is 12 inches long. 6 × 2 inches = 12 inches." In Lesson 3, On Your Own, problem 4 states, "Brian buys this bag of flour. Does he have enough to use 60 ounces of flour to bake bread? Draw a representation to show how these weights compare. Explain your answer." The connection is made in the explanation of the answer that states, "A pound is 16 ounces and 5 x 16 is 80, so 5 pounds is equal to 80 ounces, which is more than 60 pounds." In Lesson 4, Guided Discussion, the teacher prompts the question, "How can you use fluid ounces to compare a cup,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			pint, and a quart to a gallon?" The students should respond with "There are 8 fluid ounces in 1 cup. I can use the relationship of cups to pints or gallons, and multiply by 8 for every cup."
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. For example, Module 4, Lesson 3 connects clusters A (Generalize place value understanding for multi-digit whole numbers) and B (Use place value understanding and properties of operations to perform multi-digit arithmetic) of the Number and Base Ten Operations (NBT) domain. During the lesson, students use rounding (LSSM 4.NBT.A.3) and multiplication (LSSM 4.NBT.B.5) to estimate answers to real world problems. For example, students solve the following problem, "The roller coaster at the carnival runs for 6 hours every day. It can take 320 people for a ride each hour. About how many people can go on the roller coaster each day?" Students first explain how they change the numbers to estimate, then answer the question, "What two estimates do you get for 6 x 320? Which is more reasonable? Why?" Module 6, Lesson 3 connects the Number and Operations in Base Ten (NBT) and Operations and Algebraic Thinking (OA) domains. Throughout the lesson, students solve

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			real world, multi-step division problems with remainders (LSSM 4.OA.A.3, 4.NBT.B.6). Students use visual models to help divide, as well as to interpret the remainder. For example, students solve the following problem, “There are 57 students going to the science museum. Each van can take 5 students. How many vans are needed to take all of the students?” Students first use a visual model to divide the students into 5 groups and then identify the quotient and reminder. Students then explain what the quotient represents, what the remainder means, and then determine how many vans are needed. Module 17, Lesson 5 connects the Geometry (G) and Measurement and Data (MD) domains. In the lesson, students use a protractor to draw angles of given measures in two-dimensional shapes. Students connect the concept that angles are drawn using two rays. Students also identify angles as acute, right or obtuse by relating the angle measure to the criteria of angles types. Students use their knowledge of two dimensional shapes to help visualize the drawings as they sketch the angles. For example, students complete the following problem, “The main entrance of the science museum will have a window in the shape of a parallelogram. The window must have an angle that measures 40 degrees. Use a protractor to find the measures of the angles, and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			determine which window the science museum should use."
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. For example, Module 1 consists of 5 lessons that develop place value concepts. In Lesson 1, students describe the value of a digit, in Lesson 2, students use place value relationships to read and write multi-digit numbers, in Lesson 3, students group multi-digit numbers in different ways, in Lesson 4, students compare and order whole numbers (LSSM 4.NBT.A.1, 4.NBT.A.2). All four lessons address whole numbers within 1,000,000 and lead up to Lesson 5 in which students apply their understanding of place value concepts to round whole (LSSM 4.NBT.A.3). For example, when rounding 12,678 to the nearest ten thousand, students answer questions such as: "How can you use place value to round a number to the nearest ten thousand?" and "How can you use a number line to round a number to the nearest ten thousand?" In Module 11, Lesson 1, students begin working with comparing fractions (LSSM 4.NF.A.2) by utilizing visual models. During Spark Your Learning, students respond to the following question, "Liz and Alvin have the same type of go-kart in different colors. The fuel tank in Liz's go-kart is ⅗ full. The fuel tank in Alvin's go-kart is ⅓

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			full. Whose go-kart has more fuel?" Students show their thinking by drawing models to represent the amount of gas in each go-kart. Teacher guidance is included that demonstrates multiple fraction models and addresses the need for students to understand that comparisons are only valid if the whole is the same size. As the lesson continues, students continue to use visual models to represent and compare fractions and answer questions to develop conceptual understanding. In Module 5, students work with the concept of multiplying larger numbers (LSSM 4.NBT.B.5). In Lesson 1, students are reminded of how to represent multiplication using repeated addition drawings with arrays and place value blocks. Then, as they progress to Lesson 2, students connect graphing paper area models to arrays and then progress to more abstract area models to represent multiplication situations. These represent strategies based on place value and the properties of operations as called for in LSSM 4.NBT.B.5.
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency	**Yes**	Materials are designed so that students attain the fluencies and procedural skills required by the standards. Opportunities to build procedural skill and fluency are built into the materials on a daily basis. The Sharpen Skills component of each lesson provides practice with previously taught critical skills that serve as building

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.		blocks to procedural skills and fluencies. Each day's More Practice/Homework page contains sections entitled, Test Prep and Spiral Review, which provide problems for students to practice and maintain fluency with previously taught skills. For example, in Module 12, Lesson 5, the Sharpen Skills section includes a Fluency Builder with 26 problems in which students practice fluency with multi-digit addition (LSSM 4.NBT.B.4). In Module 6, Lesson 5, the Sharpen Skills section includes a Fluency Builder with 26 problems in which students subtract multi-digit whole numbers (LSSM 4.NBT.B.4). This fluency supports the objective of the lesson which requires students to use repeated subtraction to divide whole numbers (LSSM 4.NBT.6). The required fluency for Grade 4 is to fluently add and subtract whole numbers within 1,000,000 (LSSM 4.NBT.B.4). Students formally engage with this work in Unit 1, Module 2. In Lesson 1, students use the standard algorithm to add whole numbers, in Lesson 2, students use the standard algorithm to subtract whole numbers, and, in Lesson 3, students use addition and subtraction to solve comparison problems. Each lesson includes an On Your Own and Additional Practice sections that provides students with the opportunity to practice the skills addressed within the lesson. Lesson 1 ends with several practice problems

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			involving multi-digit addition within 1,000,000. Lesson 2 opens with a Sharpen Skills section to review previous work with fluently subtracting multiples of 100 mentally and to connect the previous learning with the lesson's objective to subtract whole numbers greater than 1,000. This work continues into the following modules as students work with problem solving and multiplication and division, giving students ample practice with the skills of addition and subtraction within 1,000,000. Unit 4, Module 10, Lessons 1 and 2 focus on investigating and identifying factors (LSSM 4.OA.B.4a). In Lesson 1, students use models and equations to find factor pairs for given numbers. Students then complete More Practice/Homework to practice identifying factors. In Lesson 2, students use divisibility rules to find factor pairs and practice this skill in the On Your Own and Additional Practice sections. Students apply this skill in the next two lessons as they use factors to determine if a number is a multiple of a given number in Lesson 3, and then use factors and division to identify prime and composite numbers in Lesson 4.
	Required **3c)** ***Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. Module 21 focuses on solving problems with time and measurement addressing the application expectation of LSSM 4.MD.D.2. In Lesson

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.		2, students solve problems involving elapsed time, such as "A play starts at 9:10 am and ends at 10:52 am. Show how to find the elapsed time." In Lesson 3, students solve problems involving start and end times, such as "Ms. Wong drove for 4 hours and 24 minutes. She arrived at her sister's home at 5:12 pm. At what time did she start driving? Use a number line to solve." In Lesson 4, students solve problems involving mixed measures, such as "Wesley completes a swimming race and finishes 22 seconds after Timothy, who has a time of 7 minutes 50 seconds. Aaron finishes 14 seconds before Wesley. How long does it take Aaron to finish the race? Show all your solution steps." In Module 15, Lesson 5, students solve word problems involving the addition and subtraction of fractions at the application level (LSSM 4.NF.B.3d). Students apply their understanding of the associative and commutative properties to add fractions and mixed numbers. For example, in the On Your Own section, students solve "Paz has 1 and 7/10 yards of red fabric, 2 and 7/10 yards of blue fabric, and 8 and 3/10 yards of tan fabric to make a wreath. How many yards of fabric does he have?" In Module 3, Lesson 3, students solve multiplicative comparison problems using division (LSSM 4.OA.A.2). For example, in the On Your Own section, students solve the problem, "A sweater costs $40. That is 5 times as much as a shirt. What is the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			price of the shirt? Write multiplication and division equations to model and solve the problem."
	Required **3d)** ***Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. Each lesson has a variety of components that allow for different types of practice and focus within the course of learning. At the start of each module, a lesson progression is provided that shows how the lessons build understanding and how concepts and skills are connected. The lesson objective for each lesson reflects the language and the rigor expectation of the standards. For example, Module 5, Lessons 1-2 focus on building conceptual understanding of multiplying two-digit numbers to a one-digit numbers with area models and the distributive property. For example, in Lesson 2, students use the area model and distributive property to answer the following question, "How can you use the Distributive Property to break apart the base-ten blocks and find the product?" This understanding is built upon in Lesson 3 as students use expanded form to multiply. Students also have the opportunity within the lesson to solve procedural type problems, using the strategies and concepts built. The same structure is used in Lessons 4 and 5 as students use partial products and place

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			value to multiply and, again, have the opportunity to apply the developed strategies when solving procedural type multiplication problems. In Lesson 6, students apply their understanding as they multiply 3-digit and 4-digit numbers with 1-digit numbers (LSSM 4.NBT.B.5). In Module 21, Lesson 2, students solve application problems with elapsed time and represent the measurement quantities with a number line. For example, in Check Your Understanding, students solve the problem, “Lunch break starts at 11:10 am and ends at 11:48 am. Use the number line to find the elapsed time.” This problem reflects both the application and conceptual understanding component of LSSM 4.MD.A.2. At times, lesson components address procedural and fluency skills separately, such as in Module 2, Check Your Understanding, as students solve 319,587 + 167,259 using the standard algorithm, as called for by LSSM 4.NBT.B.4. In Module 13, Lesson 7, students use all three components of rigor as expected of LSSM 4.MD.C.7. During the lesson, students join angles to form benchmark angles and decompose benchmark angles while calculating unknown angle measures in multi-step word problems. For example, students solve the following problem, “A tile-setter wants to cut another piece off of a tile. They need to know the measure of the unknown angle, labeled x, to determine

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the cut." Students are provided a graphic that shows the known and unknown angles. Students must consider angle relationships as they calculate the unknown angle in this multi-step, real world problem.
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade level content and is meaningfully present throughout the materials. The math practices are identified at the unit, module, and lesson levels for both students and teachers. Each lesson overview outlines the Mathematical Practices (MP) that will be used in the lesson. For example, Module 17, Lesson 4, focuses on identifying and classifying quadrilaterals (LSSM 4.G.A.2) and emphasizes use of MP.5 and MP.6. to enrich the content. At the start of the lesson, students attend to precision (MP.6) as they mark quadrilaterals based on attributes such as four right right angles, only one right angle, exactly two pairs of parallel sides, no pairs of parallel sides, and only one pair of perpendicular sides. Students continue to attend to precision in the next problem as they describe attributes for each type of quadrilateral. In problem 3, students use a Venn Diagram (MP.5 Use appropriate tools strategically) to categorize quadrilaterals including rectangles, squares, parallelograms, and rhombuses.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Module 2, Lesson 1, Add Whole Numbers and Assess Reasonableness (LSSM 4.NBT.B.4), utilizes MP.2, MP.3, MP.6, and MP.7. In the first problem, students use structure (MP.7) when adding 3-digit numbers, align the digits by place value, add the ones first, then add the tens, and finally add the hundreds. In the next problem, students are guided in a discussion to use estimation to determine if an answer is reasonable (MP.2). In the On Your Own section, students construct arguments (MP.3). Students add whole numbers to determine a sum in a real-world context and then are asked to explain why their answer is reasonable. MP.1 (Make sense of problems and persevere in solving them) is addressed in the context of problem solving in Module 2, Lesson 2. In the Spark Your Learning, the teacher edition provides probing questions that would encourage a student to persevere through the challenging question about a challenging additive comparison problem (LSSM 4.OA.A.3).
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. The materials consistently engage students in the practice of constructing arguments and critiquing others' arguments. This practice

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			commonly takes place during incorporated Turn and Talk sessions within the lessons. For example, in Module 9, Lesson 2, during the Step it Out section, a Turn and Talk opportunity is provided which states, "If a line is drawn to separate the figure in different places, how does the area change?" (LSSM 4.MD.A.3). The supporting teacher materials provide a potential response and encourage teachers to "Encourage students to find different ways to solve the problem." Students also frequently construct arguments and critique reasoning during problem sets. For example, in the More Practice/Homework in Module 4, Lesson 3, students conduct an error analysis on a fictional character's multiplication estimation (LSSM 4.NBT.B.5). The problem states, "A carnival has 9 rides. Each ride can carry 792 people each day. The carnival manager says that 5,818 people can ride each day. Is this reasonable? Explain why or why not." In Module 17, Lesson 4, students construct a mathematical argument related to classifying quadrilaterals. The question states, "Skye says that all parallelograms are trapezoids. Explain why you can agree or disagree." (LSSM 4.G.A.2). Module 14, Lesson 6, requires students to construct an argument related to adding fractions parts of tenths and hundredths. The question states, "A balloon is 13/100

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			kilometer above ground. Some wind takes the balloon 4/10 kilometer higher. How far above the ground is the balloon now? How do you know the answer is reasonable?" (LSSM 4.NF.C.5).
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. Key academic vocabulary is identified at the beginning of each module for teachers, including both review and new vocabulary which will be introduced or reviewed and be used consistently during instruction and student explanations. The Sharpen Skills section of each lesson is often utilized to review previously learned vocabulary. As vocabulary is developed, students are expected to use mathematical language when explaining answers and providing reasoning. Possible explanations are provided throughout the materials to guide teachers in supporting students in attending to the specialized language of mathematics. A Language Development section is included at the start of every module to assist teachers in planning instruction. Guidance for teachers states, "By giving all students regular exposure to language routines in context, you will provide opportunities for students to listen for and speak, read, and write about mathematical situations. You will also give students the opportunity to develop understanding of both mathematical language and concepts." Language Routines are then

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			provided to help students develop understanding. For example, Module 10, Algebraic Thinking: Number Theory, identifies the following new vocabulary: factor pair, divisible, composite number, prime number, and term. Review vocabulary is also identified and includes: factor, multiple, pattern, and rule. Module 5, Multiplying by 1-Digit Numbers, identifies "partial product" as new vocabulary in Lesson 3. Students begin the lesson by solving a word problem that involves multiplying 123 by 4. Students share various strategies such as using base ten blocks or using expanded form. Students are then introduced to the term partial product. In the remaining sections of the lesson, as well as in subsequent lessons, students are held accountable for understanding and using the term "partial product," as in Lesson 4 where the term is first reviewed and then utilized in problems and activities. The vocabulary is also utilized in the language objectives of the lesson, as in Lesson 4, which includes, "Explain how place value and the Distributive Property help in recording partial products." In Module 16, Lesson 2, Sharpen Skills, students review vocabulary regarding angles, including: acute, obtuse, reflex, straight, and right. During the activity, students draw and classify angles for the specified type. In Module 19, Lesson 1, several new vocabulary is introduced

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			including: cup, gallon, liquid volume, mile, ounce, pint, pound, quart, ton, and weight. Students review and utilize the terms in Lesson 1 and the remaining lessons of the module.
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Each lesson overview in the teacher's edition provides a list of the Mathematical Practice Standards (MP) that are addressed in each lesson. Throughout each lesson, the manner in which the practices are addressed and how to support students in developing the practices is provided in the teacher notes. In the teacher edition, the lessons are broken into tasks which indicate the math practice that will be utilized during the task. Additional support is provided to help teachers support students' development of the practices and include Sample Guided Questions and possible student explanations that focus on the use of the identified practice. Professional Learning notes are provided for teachers at the start of the lessons, some of which include guidance for using mathematical practices. For example, in Module 8, Lesson 1, guidance on how MP.2 (Reason abstractly and quantitatively) is used in the lesson is provided which states, "In this lesson, students apply multiplication to solve problems. They think about the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			meaning of the numbers and then decontextualize the numbers to break them apart in order to apply operations. As students work, refer back to the meaning of numbers in the problem. How does your equation relate to the club's meeting? Why does solving your equation give you the product of 24 and 20?" In Module 6, Lesson 3, Build Your Understanding, students solve problems that involve interpreting remainders. In the first problem, the teacher is prompted to "Remind students that division is separating a total into equal groups. Encourage students to explain why they can use division to solve this problem" emphasizing use of MP.2 (Reason abstractly and quantitatively). Guided questions include "How does your visual model show that there is a remainder for this problem? Do you always go up to the next whole number when there's a remainder?" In the next problem, the teacher is prompted to "Tell students that when dealing with measurements, they may need to express a remainder as a fraction. Discuss why this can result in a more precise measurement than only using whole units?" emphasizing use of MP.6 (Attend to precision). Guided questions include "What do the whole number quotient and reminder in this problem tell you? When you divide the 1 leftover inch of wire

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			among 8 pieces, how much wire does each piece get?"
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.		
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		
	5d) Support for **English Language Learners and other special populations** is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, "vocabulary to preview", etc.,) are included.		
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.		
	Required		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics. ☐ Yes ☐ No	**6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.		
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.		
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.		
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons.	**Required** **7a)** The content can be **reasonably completed** within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		
Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	**Required** **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.		
	Required **7c)** Materials include unit and lesson **study tools for teachers**, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	the unit and discussion on student ways of thinking and anticipating a variety of student responses.		
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. The beginning of each module includes a Mathematical Progressions chart which provides a basic outline of Prior Learning, Current Development, and Future Connections. While the Prior Learning section does not indicate the specific standards, it does provide the language of the standards that serve as prerequisite skills and concepts for the current learning. For example, Module 9, Apply Multiplication to Area, focuses on LSSM 4.MD.A.3. In the Mathematical Progressions Chart, Prior Learning includes “solved problems involving perimeters of polygons,” “solved problems involving finding an unknown side length,” and “exhibited rectangles with the same perimeter and different areas or the same area and different perimeters” (LSSM 3.MD.D.8). Additionally, each lesson within the modules also includes a Mathematical Progressions chart that identifies Prior Learning, Current Development, and Future Connections. For example, Module 18, Lesson 3, Generate and Identify Shape Patterns, focuses on LSSM 4.OA.C.5 and 4.G.A.3. In the Mathematical Progression chart, Prior Learning includes “identified patterns in the multiplication table,” “identified patterns in the addition table,”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and “identified and extended number patterns” (LSSM 3.OA.D.9).
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**Yes**	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Each module begins with an interactive Are You Ready assessment that helps diagnose prerequisite mastery, identify intervention needs, and provide a framework to set up or modify leveled groups. Once the students take Digital Are You Ready assessment, reports are provided that include proficiency by standards and an item analysis. The assessments are broken in categories based on skills and/or concepts. Guidance is provided for each concept/skill that explains the prerequisite skill being assessed as well as why these prerequisite skills are needed to access on-grade level content. This assessment is coupled with a scoring guide that provides data-driven intervention suggestions for students aligned with each section of the assessment. For example, the Module 6 Overview provides an Are You Ready Diagnostic Assessment that measures students ability to relate division to subtraction and to understand the meaning of division with equal groups and arrays. For the Relate to Subtraction portion of the assessment, guidance is included which states, “This item assesses whether

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students understand that division is repeated subtraction. A number line can be used as a visual representation. In this module, students will use repeated subtraction to divide greater numbers and to divide with remainders." The Data-Driven Intervention chart recommends reteaching with Grade 3, Module 6, Lesson 4.
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade directly connected to specific lessons and units in the materials. Each lesson overview provides mathematical progressions. In these progressions teachers are guided with prior learning, current development, and future connections. Within the Prior Learning section, previous lessons from earlier in the materials or from a prior grade level are recommended for students who need prerequisite work. For example, Module 2, Lesson 2, has the prior learning listed as "subtracted numbers to 1,000" and suggests Grade 3, Module 10, Lesson 3 as prerequisite work; and "understand and apply place value to subtract numbers" and suggests Grade 3, Module 10, Lesson 4 as prerequisite work. Additionally, the Are You Ready Diagnostic Assessment suggests lessons from earlier in the materials or from previous grade levels based on student results for each portion of the diagnostic assessment. For example, the Module 15 Are You Ready

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Diagnostic Assessment provides guidance based on student assessment results. If students struggle with fractions of a whole, the materials suggest to intervene with Grade 3, Module 13, Lessons 3 or the Tier 2 Skill 21 interactive. The materials also provide a document, HMH Priority Standards Pathway, to prepare students for the lesson. The document includes priority standards, identifies the module and lesson in which they are addressed, and suggests prior learning lessons to use in order to prepare students for on-grade level work. For example, HMH Priority Standards Pathway document identifies that Module 2, Lesson 1, connects to prior learning from Grade 3, Module 10, Lessons 1 and 2. At times, this document links back to prior learning in Grade 4. In addition, there is a component called Activate Prior Knowledge within each lesson used as a Warm Up activity. This component includes a Problem of the Day activity to assess and activate prior knowledge needed for the lesson. With this component, the Making Connections section includes guidance that is based on student's responses to the Problem of the Day. For example, In Module 9, Lesson 3, the Make Connections section states, "Based on the Student's responses to the Problem of the Day, choose one of the following: 1. Project the Interactive Reteach, Grade 3, Module 9, Lesson 1.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			[or] 2. Complete the Prerequisite Skill Activity."
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		See EdReports for more information.

FINAL EVALUATION

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

Compile the results for Sections I and II to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a larger majority of time to the major work of the grade. Materials spend minimal time on content outside of the appropriate grade-level.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts. Materials are designed so that students attain the fluencies and procedural skills required by the standards. Materials are designed so that students spend sufficient time working

[5] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			with engaging applications. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials address the practice standards in such a way to enrich the content standards of the grade. Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. Materials explicitly attend to the specialized language of mathematics. Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.
II: Additional Alignment Criteria and Indicators of Superior Quality[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports for more information.
	6. Quality of Assessments		See EdReports for more information.
	7. Additional Indicators of Quality		Materials identify prerequisite skills and concepts for the major work of the grade. Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in grade-level work. Materials provide targeted, aligned, prerequisite work for the major work of the grade directly connected to specific lessons and units in the materials.

[6] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier I rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

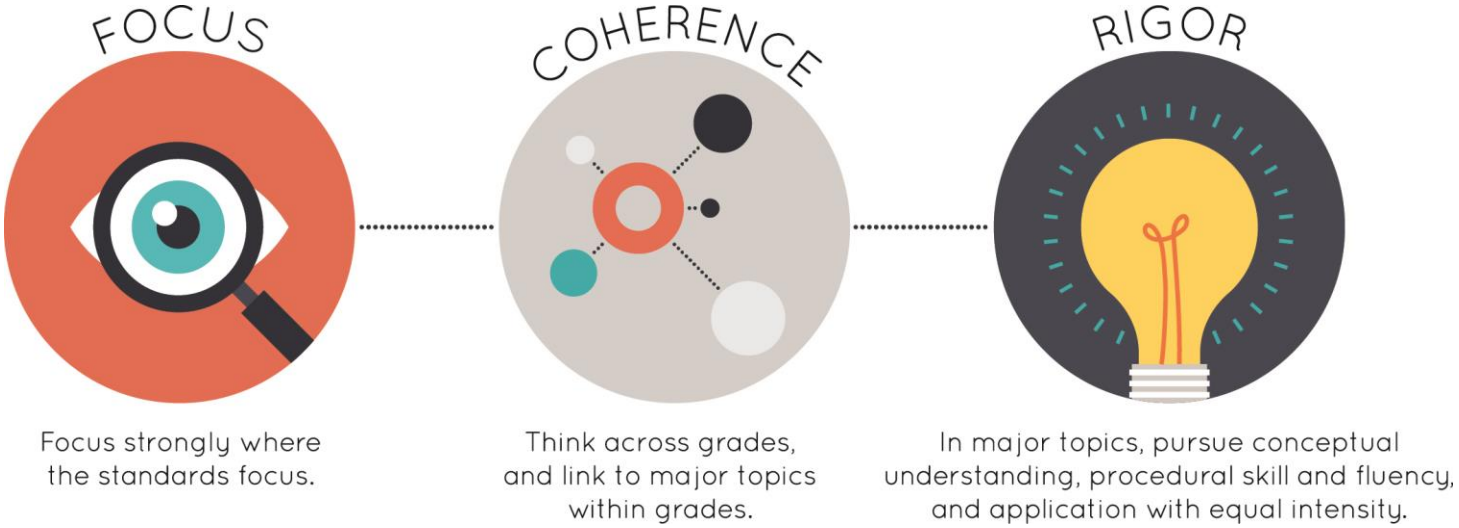
DEPARTMENT of EDUCATION
Louisiana Believes

Instructional Materials Evaluation Tool for Alignment in Mathematics Grades K – 12 (IMET)

FULL CURRICULUM
Instructional Materials

Qualified for Abbreviated Review[1]

Strong mathematics instruction contains the following elements:



Title: **HMH Into Math**

Grade/Course: **5**

Publisher: **Houghton Mifflin Harcourt**

Copyright: **2020**

Overall Rating: **Tier 1, Exemplifies quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Focus on Major Work (Non-negotiable)	
2. Consistent, Coherent Content (Non-negotiable)	
3. Rigor and Balance (Non-negotiable)	
4. Focus and Coherence via Practice Standards (Non-negotiable)	
5. Alignment Criteria for Standards for Mathematical Content	
6. Alignment Criteria for Standards for Mathematical Practice	
7. Indicators of Quality	

[1] Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at https://www.edreports.org/reports/overview/hmh-into-math-2020.

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**[2] Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, materials receive a "Yes" for that **Non-negotiable** Criterion.
- If there is a "No" for any of the **required** Indicators of Superior Quality, materials receive a "No" for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 and 2 for the review to continue to **Non-negotiable** Criteria 3 and 4. Materials must meet all of the **Non-negotiable** Criteria 1-4 in order for the review to continue to Section II.
- If materials receive a "No" for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality.**

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a "Yes" for all **required** Indicators of Superior Quality, then the materials receive a "Yes" for the additional criteria.
- If there is a "No" for any **required** Indicator of Superior Quality, then the materials receive a "No" for the additional criteria.

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

[2] **Required Indicators of Superior Quality** are labeled "**Required**" and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality: Materials must meet Non-negotiable Criteria 1 and 2 for the review to continue to Non-negotiable Criteria 3 and 4. Materials must meet all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section II.			
Non-negotiable **1. FOCUS ON MAJOR WORK[3]:** Students and teachers using the materials as designed devote the large majority[4] of time to the major work of the grade/course. ☒ Yes ☐ No	**Required** **1a)** Materials devote the **majority** of class time to the major work of each grade/course.	**Yes**	Materials devote a large majority of time to the major work of the grade. Of the 98 instructional lessons, 81% are spent on major work of the grade. Specifically, 60% are spent on major standards alone, 21% are spent on a combination of major standards and supporting/additional standards, and 19% are spent on supporting or additional standards.
	Required **1b)** Instructional materials, including assessments, spend minimal time on content outside of the appropriate grade/course **during core math instruction**. Content beyond grade/course-level should be clearly labeled as optional.	**Yes**	Materials spend minimal time on content outside of the appropriate grade level. In assessment materials, assessment components do not make students/teachers responsible for any topics before the grade in which they are introduced. Lessons and assessment items that address content beyond the scope of Grade 5 are labeled as below or above grade level. For example, Module 20, Classify Two-Dimensional Figures includes lesson and assessment components that do not align with Grade 5 Louisiana Student Standards for Math (LSSM). In Lesson 2, students classify triangles by attributes. According to the LSSM 5.G.B.4, students "classify quadrilaterals in a hierarchy based on properties." In the materials, the

[3] For more on the major work of the grade, see Focus by Grade Level.
[4] The materials should devote at least 65% and up to approximately 85% of class time to the major work of the grade with Grades K–2 nearer the upper end of that range, i.e., 85%.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			language for this standard is different from the respective LSSM standard and states that students will "classify two-dimensional figures," including triangles. Lesson 2 focuses exclusively on classifying and organizing triangles based on angle measures and side lengths, which is out of the scope of the Grade 5 LSSM. Within the Diagnostic Assessment and Lesson 3, students learn that there are two definitions of a trapezoid, which does not align to the LSSM 5.G.B.4. According to the standard, students use only one definition of a trapezoid, which is defined as "a quadrilateral with at least one pair of parallel sides." However, Louisiana implementation guidance denotes Lesson 2, parts of Lesson 3, module assessment items 2, 6, and 7, and diagnostic assessment items 3 and 4 as optional. All other lessons and assessment items not labeled as optional focus on developing Grade 5 LSSM. For example, Module 1, includes six lessons over the course of six days of instruction that address major standards LSSM 5.NBT.A.1, 5.NBT.A.2, and 5.NBT.B.5, all of which are within the scope of Grade 5. Module 18 includes three lessons that address LSSM 5.MD.A.1. The lessons align with the expectations of the Grade 5 LSSM. Module 9 focuses on understanding and applying multiplication of mixed numbers. The Module 9, Form A Module Assessment includes the question,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"Antonia's class ate 2 ⅔ boxes of granola bars for a snack. Bart's class ate 1 ⅚ times as many boxes of granola bars. Part A: Write an equation to model the solution to the problem. Part B: How many boxes of granola bars did Bart's class eat?" (LSSM 5.NF.B.6).
Non-negotiable **2. CONSISTENT, COHERENT CONTENT** Each course's instructional materials are coherent and consistent with the content in the Standards. ☒ Yes ☐ No	**Required** **2a)** Materials connect **supporting content to major content** in meaningful ways so that focus and coherence are enhanced throughout the year.	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Grade 5 has two supporting standards: LSSM 5.MD.A.1 and 5.MD.A.2. Module 12, Lesson 2, focuses on solving multi-step customary measurement problems. Students answer questions such as, "A basking shark measures 40 ¼ feet long. A giant squid measures 39 ½ feet. How many inches longer is the basking shark than the giant squid?" connecting supporting LSSM 5.MD.A.1 to major LSSM 5.NF.A.2 and 5.NF.B.6. Module 12, Lesson 3, connects supporting LSSM 5.MD.A.2 to major LSSM 5.NF.A.2, 5.NF.B.6, and 5.NF.B.7. The lesson focuses on representing and interpreting measurement data in line plots. Students answer the following question using a line plot: "How much more do the 1 ½ ounce specimens weigh than the ½ ounce specimens?" Module 18, Lesson 1, connects the supporting content of metric measurement conversions (LSSM 5.MD.A.1) and the major content of fractional place value relationships (LSSM 5.NBT.A.1). While the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			lesson focus is metric measurement, multiple lesson components address place value. The lesson's fluency practice focuses on Understanding Place Value Relationships, and in the Step It Out portion of the lesson, students use a chart to analyze and utilize patterns to multiply by powers of ten. The use of a table to support conversions is reminiscent of a place value table. In Module 18, Lesson 3, students convert measurements, and problems include fractional measurements that must be added or subtracted, connecting supporting LSSM 5.MD.A.1 to major LSSM 5.NF.A.2 and 5.NBT.B.7. For example, students solve the problem, "Jen mixes 1 and ¼ cups of mango juice, 1 and ½ pints of pineapple juice, and 1 and 1/8 quarts of orange juice to make fruit punch. How many quarts of fruit punch does Jen make?"
	Required **2b)** Materials include problems and activities that serve to connect two or more **clusters in a domain**, or two or more **domains in a grade/course**, in cases where these connections are natural and important.	**Yes**	Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where these connections are natural and important. For example, Module 15, Lesson 1, connects clusters A (Use the place value system) and B (Perform operations with multi-digit whole numbers and decimals to the hundredths) of the Number and Operations (NBT) domain. In the lesson, students use patterns of zeros within products of powers of ten to perform multi-digit operations. In the Build

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Understanding component of the lesson, students solve the problem, "A discount store sells items for $0.98 each. Items can be bought in boxes of 10, 100, or 1,000. Jolen wants to know how much each box will cost." Students follow the pattern of multiplying a, 10, 100, and 1,000 by .98 and answer questions such as: "What is the value of the digit 9 in 0.98? In 9.80? In 98? In 980?" and "In which direction do the digits shift as you multiply by increasing powers of 10?" Students build on this understanding in the next problem as they multiply 2.35 by various powers of ten to observe patterns in the products. Module 8, Lesson 6, connects the Number and Operations - Fractions (NF) and Operations and Algebraic Thinking (OA) domains. During the lesson, students interpret multiplication as scaling as they relate the size of the product compared to the size of one factor when multiplying fractions. In doing so, students write simple expressions with fractions and interpret them without evaluating. For example, students solve the problem, "An elephant's skeleton has about 345 bones. At birth, a human skeleton has about ⅗ X 345 bones. Which has more bones, an elephant or a human?" Module 5, Lesson 6, connects the Measurement and Data (MD) domain and the Operations and Algebraic Thinking (OA) domains. During the lesson, students divide composed figures into right

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			rectangular prisms and explain how to find the volume of composed figures (LSSM 5.MD.C.5c) by writing simple expressions (LSSM 5.OA.A.2). For example, students are provided a model of a solid figure labeled with dimensions and are instructed to "Write a subtraction expression to model the volume of the solid figure."
Non-negotiable **3. RIGOR AND BALANCE:** Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application. ☒ Yes ☐ No	**Required** **3a)** ***Attention to Conceptual Understanding:*** Materials **develop conceptual understanding of key mathematical concepts,** especially where called for explicitly in specific content standards or cluster headings by featuring high-quality conceptual problems and discussion questions.	**Yes**	Materials develop conceptual understanding of key mathematical concepts, especially where called for explicitly in the standards. For example, in Module 13, Lesson 1, students describe the relationships between two decimal place-value positions to the thousandths place (LSSM 5.NBT.A.1). The included guidance directs the teacher to use a place-value chart and base-ten blocks to help students understand the concept of the value of digits behind the decimal. For example, students solve the problem, "DeShawn measures the length of a phytoplankton under a microscope as 0.1 mm. Use the place value chart to answer the questions." Following this section, students answer multiple questions using the place-value chart provided in the materials. In Module 9, Lesson 1, students apply and extend previous understanding of multiplying fractions and mixed numbers by constructing models to develop the concept (LSSM 5.NF.B.6). During the lesson, students use area models in order to build conceptual

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			understanding of using the distributive property when multiplying mixed numbers. For example, in Build Understanding, problem 2, students find the area of a map. Students first rewrite the mixed numbers 2 ½ and 1 ⅞ as the sum of a whole number and fraction (2+½ and 1+⅞), draw an area model to represent the whole number and fractions, and write equations to represent the areas of each part of the model. Students then add the areas of each part to find the area of the map in the given problem. In Module 15, Lesson 2, Build Your Understanding, students represent the following decimal multiplication word problem: "A starfish moves slowly in the ocean. Its speed is about 0.2 miles each hour. How many miles can a starfish travel in 4 hours?" Students model the problem with a decimal area model, repeated addition sentence, and multiplication sentence to find the answer (LSSM 5.NBT.B.7). Additionally, in Module 17, Lesson 2 (LSSM 5.NBT.B.7), Spark Your Learning, students represent division of decimals by a whole number using concrete and visual models. Students solve a problem about the cost of lemonade when purchased individually for $1 or in six-packs for $4.80. To support students in solving this problem, the teacher guidance suggests using whole number reasoning or

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			modeling the problem with base-ten blocks.
	Required **3b)** ***Attention to Procedural Skill and Fluency:*** The materials are designed so that students **attain the fluencies and procedural skills** required by the content standards. Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency. In grades K-6, materials provide repeated practice toward attainment of fluency standards. In higher grades, sufficient practice with algebraic operations is provided in order for students to have the foundation for later work in algebra.	**Yes**	Materials are designed so that students attain the fluencies and procedural skills required by the standards. Opportunities to build procedural skill and fluency are built into the materials on a daily basis. The Sharpen Skills component of each lesson provides practice with previously taught critical skills that serve as building blocks to procedural skills and fluencies. Each day's More Practice/Homework page contains sections entitled "Test Prep" and "Spiral Review," which provide problems for students to practice and maintain fluency for previously taught skills. For example, Module 4, Lessons 3 and 4, focuses on writing and evaluating numerical expressions (LSSM 5.OA.A.1). In Module 4, Lesson 3, students use the order of operations to evaluate numerical expressions. During the lesson, students develop an understanding of the order of operations and how and when to use parentheses. Students determine the differences between two numerical expressions that include the same numbers and operations, but are grouped differently, such as (12+3)x6 and 12+3x6, by evaluating both using the order of operations. Students then evaluate numerical expressions in the On Your Own and More Practice/Homework sections. Students continue practicing this skill in Lesson 4 as they use grouping

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			symbols to evaluate numerical expressions. Warm up activities are available in each lesson within the Sharpen Skills section and often include fluency practice to help students make connections to previous learning. For example, in Module 4, Lesson 3, the Sharpen Skills section provides fluency practice in which students work in pairs with multiplication and division facts, coinciding with the lesson objective of evaluating numerical expressions (LSSM 5.OA.A.1). Module 8 focuses on multiplication of fractions (LSSM 5.NF.B.4). Students build an understanding of multiplying fractions in the first 4 lessons, then use those skills in Lesson 5 as they find the area of rectangles with fractional side lengths with tiling and by multiplying fractional side lengths (LSSM 5.NF.4.Bc-d). Students practice these skills in the On Your Own and More Practice/Homework sections, such as in problem 12 of On Your Own: "Use the square to find the area of the rectangle shown." Additionally, in Module 20, Lesson 3, students practice recently acquired quadrilateral classification skills in the Warm-Up Options section. In one warm-up activity, Activate Prior Knowledge, students classify quadrilaterals with the most specific name possible. In the Sharpen Skills section, students review attribute terminology utilized to classify

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			quadrilaterals, draw examples, and label which figures must have parallel sides and right angles and which may have parallel sides and right angles. (LSSM 5.G.B.4).
	Required **3c)** ***Attention to Applications:*** Materials are designed so that teachers and students spend sufficient time working with **engaging applications**, including ample practice with single-step and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade/course, afford opportunities for practice, and engage students in problem solving. The problems attend thoroughly to those places in the content standards where expectations for multi-step and real-world problems are explicit.	**Yes**	Materials are designed so that students spend sufficient time working with engaging applications. Module 6, Lessons 1-3 focuses on solving word problems involving addition and subtraction of fractions (LSSM 5.NF.A.2d). In Lesson 1, students use visual models to help represent and solve fraction word problems with same sized parts, such as in problem 2 of the On Your Own section which states, "Tyler's cell phone has 7/10 of its charge left at the start of his hike, and 1/5 at the end. How much of the phone's charge is used during the hike? Draw to represent how you solved this problem." Lesson 2, focuses on using visual models to add fractions with different sized parts, such as in problem 1 of the More Practice/Homework section which states, "An obstacle course includes hurdles to jump over. For younger children the hurdles have a height of ½ yard. For older children the hurdles are ⅛ of a yard higher. What is the height of the hurdles for older children? Draw a picture to explain your answer." In Module 12, Lessons 2 students convert measurement units to solve multi-step, real-world problems (LSSM 5.MD.A.1). In Lesson 1, students build an understanding of converting

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			customary measurements and apply this understanding in multi-step word problems in Lesson 2. For example, in Lesson 2, On Your Own, problem 1 states, "One gallon of apple juice is $4. At this price, will nine 1-pint bottles or five 1-quart bottles of apple juice cost more? How much more? Explain." In Module 8, Lesson 7, students apply multiplication with fraction skills to solve application problems such as, "An annual fundraiser raised ⅘ of the amount of money in 2017 as it did in 2018. Five-thousand dollars was raised in 2018. How much was raised in 2017?" (LSSM 5.NF.B.6). Students answer several questions which provide support in solving each step of the problem and help students explain their thinking. Questions include: "A. In which year do you think more money was raised? Explain your answer. Write an equation to model the problem. B. Write the whole number factor as a fraction. C. Solve the equation 4x5,000÷5=r. How does this equation compare to your equation from Part B? D. How much money was raised in 2017? Write your answer as a whole number. How does your answer compare to your answer from Part A?"
	Required **3d) *Balance:*** The three aspects of **rigor** are not always treated together and are not always treated separately.	**Yes**	It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately. Each lesson includes a variety of components that allow for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			different types of practice and focus within the course of learning. Each module begins with a lesson progression that explains how the lessons build understanding and how concepts and skills are connected. The lesson objective for each lesson reflects the language and the rigor expectations of the standards. For example, Module 16, Lesson 1, focuses students' attention to the conceptual elements of LSSM 5.NBT.B.7, as students work to develop conceptual understanding of multiplying decimals using visual models. For example, students solve "Kali has a banner with a width of 0.3 meter and length of 1.5 meters. What is the area of the banner? Use a decimal model." Then students connect this concept to procedural skills in Lesson 2 as they procedurally place decimal points in decimal multiplication. Module 1, Lesson 5, addresses LSSM 5.NBT.B.5, which requires students to perform multi-digit multiplication using the standard algorithm. Lesson 5 primarily provides students with practice to build their procedural skill and fluency with the standard algorithm. In Module 5, Lesson 5, students build procedural skill as they use a formula to find the volume of a right rectangular prism. Students then apply this procedural skill in real world and mathematical problems (LSSM 5.MD.C.5b). Students solve several procedural-type problems; for example,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students find the volume of rectangular prisms with given dimensions, such as a rectangular prism measuring 3 cm wide, 6 cm long, and 4 cm high. Students also solve real-world mathematical problems using the volume formula. For example, in the On Your Own section, problem 7 states "A dresser is in the shape of a right rectangular prism. The area of the base is 6 square feet and the height is 4 feet. What is the volume of the dresser?" In Module 11, Lesson 6, students solve division problems using visual models and equations, addressing all three rigor components of LSSM 5.NF.B.7. During the lesson, students are required to solve problems using visual models which build conceptual understanding and solve with equations which build procedural skill and fluency with dividing fractions by whole numbers. The On Your Own section includes application problems such as, "An ice cream shop has a container with 16 cups of chocolate ice cream. Each scoop of ice is ½ cup. How many scoops of chocolate ice cream can the shop serve? Model the situation with a division equation and write a related multiplication equation to solve."
Non-negotiable **4. FOCUS AND COHERENCE VIA PRACTICE STANDARDS:** Aligned materials make meaningful and purposeful connections that promote focus and coherence by	**Required** **4a)** Materials attend to the **full meaning of the practice standards**. Each practice standard is connected to grade/course-level content in a meaningful way and is present throughout the year in assignments, activities, and/or problems.	**Yes**	Materials attend to the full meaning of each practice standard. Each practice standard is connected to grade-level content and is meaningfully present throughout the materials. The math practices are identified at the unit,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
connecting practice standards with content that is emphasized in the Standards. Materials address the practice standards in a way to enrich and strengthen the focus of the content standards instead of detracting from them. ☒ Yes ☐ No			module, and lesson levels for both students and teachers. Each lesson overview outlines the Mathematical Practices (MP) that will be used in the lesson. For example, Module 6, Lesson 4, Rename Mixed Numbers to Subtract, On Your Own, problem 4, students use reasoning (MP.2 Reason abstractly and quantitatively) to solve a word problem involving subtraction with mixed numbers by estimating the difference, solving the problem, and assessing the reasonableness of the answers (LSSM 5.NF.A.1 and 5.NF.A.2). Module 4, Lesson 1, Write Numerical Expressions, focuses on MP.2 and MP.4 (Model with mathematics). At the start of the lesson, the teacher encourages students to think about the operation that fits the situation as they reason through drawing a visual model (MP.2, MP.4). In the On Your Own section, problem 3, students demonstrate their understanding of decontextualizing the word problem into two-step numerical expressions using two different operations (MP.4). The materials regularly tag problems with different math practices in both the teacher and student materials. For example, a problem in the student edition might be tagged with, "Use structure." This would indicate that the problem develops students' capacity with MP.7. These indicators are included throughout all lessons on problem pages and sheets. For example, MP.7 (Look for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and make use of structure) is addressed in the context of problem solving in Module 18, Lesson 3, On Your Own, problem 7, as students use the structure of the metric system to solve the problem: "Lamar subtracts 100 meters from 1 kilometer. He writes the difference as a single digit followed by a unit of measurement. What digit and unit does he use?" (LSSM 5.MD.A.1).
	Required **4b)** Materials provide sufficient opportunities for students to **construct viable arguments and critique the arguments of others** concerning key grade/course-level mathematics that is detailed in the content standards (cf. MP.3). Materials engage students in problem solving as a form of argument, attending thoroughly to places in the standards that explicitly set expectations for multi-step problems.	**Yes**	Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. The materials consistently engage students in the practice of constructing arguments and critiquing others' arguments. This practice commonly takes place during incorporated Turn and Talk sessions within the lessons. For example, in Module 19, Lesson 2, Building Understanding, students plot the location of a library (6,5) and the location of a school (2,7) on a coordinate grid. Students describe how to find the locations in relation to the x- and y-axis. The Turn and Talk Section prompts, "Could the locations of the school and library be the same if the coordinates were (5,6) and (7,2)? Explain your answer." The supporting teacher note provides a potential response and prompts teachers to encourage students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			who are struggling to "plot the locations of the two buildings with their coordinates reversed." (LSSM 5.G.A.2). Students also frequently construct arguments and critique reasoning during problem sets. For example, Module 1, Lesson 4, focuses on multiplying by 1 digit numbers (LSSM 5.NBT.B.5). In the On Your Own section, problem 19, students solve the following problem, "Francisco solves a multiplication problem but makes an error. What error does he make and what is the correct answer?" Another example is evidenced in Module 20, Lesson 2, which focuses on classifying and organizing triangles (LSSM 5.G.B.3). In the On Your Own section, problem 4, students solve the problem, "Tyler and Kiara each draw a line segment on the same isosceles triangle to make smaller triangles. Are the smaller triangles isosceles? Explain."
	Required **4c)** Materials explicitly attend to the **specialized language** of mathematics.	**Yes**	Materials explicitly attend to the specialized language of mathematics. Key academic vocabulary is identified at the beginning of each module for teachers, including both review and new vocabulary which will be introduced or reviewed and be used consistently during instruction and student explanations. The Sharpen Skills section of each lesson is often utilized to review previously learned vocabulary. As vocabulary is developed, students are expected to use mathematical language when explaining

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			answers and providing reasoning. Possible explanations are provided throughout the materials to guide teachers in supporting students in attending to the specialized language of mathematics. A Language Development section is included at the start of every module to assist teachers in planning instruction. Guidance for teachers states, "By giving all students regular exposure to language routines in context, you will provide opportunities for students to listen for and speak, read, and write about mathematical situations. You will also give students the opportunity to develop understanding of both mathematical language and concepts." Language Routines are then provided to help students develop understanding. For example, Module 19, Graphs and Patterns, identifies the following new vocabulary: axis, coordinate grid, coordinate system, ordered pairs, x-axis, x-coordinate, y-axis, and y-coordinate. Lesson 1 includes the language objectives "Explain how to use a coordinate system" and "Explain how to identify and describe points located on a coordinate system." Module 1, Whole Numbers, Expressions, and Volume, identifies "base and exponent" as new vocabulary. Lesson 2 begins with a problem to introduce the concept of finding the product of a one-digit number and a power of 10. Students are then introduced to the terms "base" and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"exponent" in the Connect to Vocabulary section of the lesson. In the remaining parts of the lesson, as well as subsequent lessons, students are held accountable for using both terms in problems and activities. For example, in Lesson 3, students answer the following question "What happens to the exponent when a power of 10 is multiplied by 10?" In Module 20, Lesson 1, Sharpen Skills, students review vocabulary associated with polygons including: triangle, decagon, hexagon, octagon, and quadrilateral. Students discuss common attributes of the figures then identify the specific characteristics of each. In Module 6, Understand Addition and Subtraction of Fractions with Unlike Denominators, students review the term "equivalent fraction" and are introduced to the new term "common denominator" in Lesson 4.
	4d) There are teacher-directed materials that **explain the role of the practice standards** in the classroom and in students' mathematical development.	**Yes**	Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Each lesson overview in the teacher's edition provides a list of the Mathematical Practice Standards (MP) that are addressed in each lesson. Throughout each lesson, the manner in which the practices are addressed and how to support students in developing the practices is provided in the teacher notes. In the teacher edition, the lessons are broken into tasks which indicate the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			math practice that will be utilized during the task. Additional support is provided to help teachers support students' development of the practices and include Sample Guided Questions and possible student explanations that focus on the use of the identified practice. Professional Learning notes are provided for teachers at the start of the lessons, some of which include guidance for using mathematical practices. For example, in Module 9, Lesson 1, guidance on how MP.5 (Use appropriate tools strategically) is used in the lesson states, “In this lesson, students continue to use tiling and area models to find products. Now, they extend the use of these models to mixed numbers. With tiling, students should recognize that the number of tiles for the length and width are greater than the numbers of parts of the whole for the fractions since the lengths and widths are mixed numbers. For area models, students divided the sides into the whole number and fraction parts of the mixed numbers, making four regions to find the areas. This is similar to when they expand whole numbers using area models.” Further guidance is provided for MP.5 in Lesson 1, as students use a grid to represent the floor of a shower presented in a word problem. Teacher guidance, which is labeled with MP Use Tools, states, “Guide students to use the grid so that each square

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			represents a tile that is 1/3 foot by 1/3 foot."
Section II: Additional Alignment Criteria and Indicators of Superior Quality			
5. ALIGNMENT CRITERIA FOR STANDARDS FOR MATHEMATICAL CONTENT: Materials foster focus and coherence by linking topics (across domains and clusters) and across grades/courses by staying consistent with the progressions in the Standards. ☐ Yes ☐ No	**Required** **5a)** Materials provide all students **extensive work** with grade/course-level problems.		See EdReports for more information.
	Required **5b)** Materials **relate grade/course-level concepts explicitly to prior knowledge** from earlier grades and courses. The materials are designed so that prior knowledge is extended to accommodate the new knowledge, building to core instruction, on grade/course-level work. Lessons are appropriately **structured and scaffolded** to support student mastery.		
	Required **5c)** There is **variety** in what students produce. For example, students are asked to produce answers and solutions, but also, in a grade/course-appropriate way, arguments and explanations, diagrams, mathematical models, etc.		
	5d) Support for **English Language Learners and other special populations** is provided. The language in which problems are posed is not an obstacle to understanding the content, and if it is, additional supports (suggestions for modifications, "vocabulary to preview", etc.,) are included.		
6. QUALITY OF ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can	**Required** **6a)** Multiple **assessment opportunities** are embedded into content materials and measure student mastery of standards that reflect the balance of the standards as presented in materials.		
	Required		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
independently demonstrate the assessed grade-specific Louisiana Student Standards for Mathematics. ☐ Yes ☐ No	**6b)** Assessment items include a **combination of tasks** that require students to demonstrate conceptual understanding, demonstrate procedural skill and fluency, and apply mathematical reasoning and modeling in real world context. Assessment items require students to produce answers and solutions, arguments, explanations, and models, in a grade/course-appropriate way.		
	6c) Scoring guidelines and rubrics align to standards, incorporate criteria that are specific, observable, and measurable, and provide sufficient guidance for interpreting student performance, misconceptions, and targeted support to engage in core instruction.		
	6d) Materials provide 2-3 **comprehensive assessments** (interims/benchmarks) that measure student learning up to the point of administration.		
7. ADDITIONAL INDICATORS OF QUALITY: Materials are well organized and provide teacher guidance for units and lessons.	**Required** **7a)** The content can be **reasonably completed** within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.		
Materials provide timely supports to target specific skills/concepts to address students' unfinished learning in order to access grade-level work. ☐ Yes ☐ No	**Required** **7b)** The materials are **easy to use and well organized** for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Guidance is provided for lesson planning and instructional delivery, lesson flow, questions to help prompt student thinking, and expected student outcomes.		
	Required **7c)** Materials include unit and lesson **study tools for teachers**, including, but not limited to, an explanation of the mathematics of each unit and mathematical point of each lesson as it relates to the organizing concepts of		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	the unit and discussion on student ways of thinking and anticipating a variety of student responses.		
	7d) Materials **identify prerequisite skills and concepts** for the major work of the grade/course, connected to the current on-grade/course-level work.	**Yes**	Materials identify prerequisite skills and concepts for the major work of the grade. The beginning of each module includes a Mathematical Progressions chart which provides a basic outline of Prior Learning, Current Development, and Future Connections. While the Prior Learning section does not indicate the specific standards, it does provide the language of the standards that serve as prerequisite skills and concepts for the current learning. For example, Module 9, Understand and Apply Multiplication of Mixed Numbers, focuses on LSSM 5.NF.B.4 and 5.NF.B.6. In the Mathematical Progressions Chart, Prior Learning includes “represented the product of a/b as the product of a and 1/b,” “used the understanding that a multiple of a/b is a multiple of 1/b to multiply a fraction by a whole number,” and “multiplied fractions by whole numbers using visual models and equations” (LSSM 4.NF.B.4). Additionally, each lesson within the modules also includes a Mathematical Progressions chart that identifies Prior Learning, Current Development, and Future Connections. For example, Module 4, Lesson 2, Interpret Numerical Expressions, focuses on LSSM 5.OA.A.2. In the Mathematical Progressions Chart, Prior Learning includes “solved word

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			problems involving multiplicative comparisons by using division" and "solved word problems involving multiplicative comparison by using multiplication" (LSSM 4.OA.A.2).
	7e) Materials provide guidance to help teachers **identify students** who need prerequisite work to engage successfully in core instruction, on-grade/course-level work.	**Yes**	Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in core instruction, on-grade-level work. Each module begins with an interactive Are You Ready assessment that helps diagnose prerequisite mastery, identify intervention needs, and provide a framework to set up or modify leveled groups. Once the students take Digital Are You Ready assessment, reports are provided that include proficiency by standards and an item analysis. The assessments are broken in categories based on skills and/or concepts. Guidance is provided for each concept/skill that explains the prerequisite skill being assessed as well as why these prerequisite skills are needed to access on-grade level content. This assessment is coupled with a scoring guide that provides data-driven intervention suggestions for students aligned with each section of the assessment. For example, the Module 12 Overview provides an Are You Ready Diagnostic Assessment that determines students' ability to measure length to the nearest inch, perform two-digit by one-digit multiplication, and choose customary

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			units. For the Measure Length to the Nearest Inch portion of the assessment, guidance is included which states, "These items assess whether students are able to use an inch ruler to measure the length of an object to the nearest inch. In the upcoming lessons, students will extend this to more accurate measurements." The Data-Driven Intervention chart recommends reteaching with Grade 2, Module 18, Lesson 2.
	7f) Materials provide **targeted, aligned, prerequisite work** for the major work of the grade/course, directly connected to specific lessons and units in the curriculum.	**Yes**	Materials provide targeted, aligned, prerequisite work for the major work of the grade directly connected to specific lessons and units in the materials. Each lesson overview provides mathematical progressions. In these progressions teachers are guided with prior learning, current development, and future connections. Within the Prior Learning section, previous lessons from earlier in the materials or from a prior grade level are recommended for students who need prerequisite work. For example, in Module 2, Lesson 2, the prior learning is listed as "supported and explained division with equations, rectangular arrays, and area models" and suggests using Grade 4, Module 6, Lessons 1–6, as prerequisite work and "used place value, properties of operations, and the relationship between multiplication and division to find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors" and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			suggests using Grade 4, Module 7, Lessons 1–3, as prerequisite work. Additionally, the Are You Ready Diagnostic Assessment suggests lessons from earlier in the materials or from previous grade levels based on student results for each portion of the diagnostic assessment. For example, the Module 16, Are You Ready Diagnostic Assessment provides guidance based on student assessment results. If students struggle with adding whole numbers, the materials suggest to intervene with Grade 3, Module 3, Lessons 1-3, and Module 4, Lessons 3-6, or the Tier 3 Skill 8 interactive. The materials also provide a document, the HMH Priority Standards Pathway, to prepare students for the lesson. The document includes priority standards, identifies the module and lesson in which they are addressed, and suggests prior learning lessons to use in order to prepare students for on-grade level work. For example, the HMH Priority Standards Pathway document identifies that Module 8, Lesson 4-6, connects to prior learning from Grade 4, Module 16, Lessons 1-4. The document also links back to prior learning in Grade 5. In addition, there is a component called Activate Prior Knowledge within each lesson that can be used as a Warm Up activity. This component includes a Problem of the Day activity to assess and activate prior knowledge needed for the lesson. Along

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			with this component, the Making Connections section includes guidance that is based on students' responses to the Problem of the Day. For example, In Module 3, Lesson 3, the Make Connections section states, "Based on the Student's responses to the Problem of the Day, choose one of the following: 1. Project the Interactive Reteach, Grade 4, Module 7, Lesson 3. [or] 2. Complete the Prerequisite Skill Activity."
	7g) Materials provide **clear guidance and support** for teachers about the structures that allow students to appropriately address unfinished learning using prerequisite work.		See EdReports for more information.

FINAL EVALUATION

Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but at least one "No" for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

Compile the results for Sections I and II to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiable Criteria of Superior Quality[5]	1. Focus on Major Work	**Yes**	Materials devote a larger majority of time to the major work of the grade. Materials spend minimal time on content outside of the appropriate grade-level.
	2. Consistent, Coherent Content	**Yes**	Materials connect supporting content to major content in meaningful ways so that focus and coherence are enhanced throughout the year. Materials include problems and activities that connect two or more clusters in a domain and/or two or more domains in the grade level where

[5] Must score a "Yes" for all Non-negotiable Criteria to receive a Tier I or Tier II rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			these connections are natural and important.
	3. Rigor and Balance	**Yes**	Materials develop conceptual understanding of key mathematical concepts. Materials are designed so that students attain the fluencies and procedural skills required by the standards. Materials are designed so that students spend sufficient time working with engaging applications. It is evident in the materials that the three aspects of rigor are not always treated together and are not always treated separately.
	4. Focus and Coherence via Practice Standards	**Yes**	Materials address the practice standards in such a way to enrich the content standards of the grade. Materials provide sufficient opportunities for students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards. Materials explicitly attend to the specialized language of mathematics. Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development.
II: Additional Alignment Criteria and Indicators of Superior Quality[6]	5. Alignment Criteria for Standards for Mathematical Content		See EdReports for more information.
	6. Quality of Assessments		See EdReports for more information.

[6] Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier I rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7. Additional Indicators of Quality		Materials identify prerequisite skills and concepts for the major work of the grade. Materials provide guidance to help teachers identify students who need prerequisite work to engage successfully in grade-level work. Materials provide targeted, aligned, prerequisite work for the major work of the grade directly connected to specific lessons and units in the materials. See EdReports for more information.
FINAL DECISION FOR THIS MATERIAL: **Tier I, Exemplifies quality**			

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The 2020-2021 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. This review represents the work of current classroom teachers with experience in grades K-5.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.